2023-2024 LCMS Phase Three: Comprehensive School Improvement Plan_09302023_20:44

2023-2024 Phase Three: Comprehensive School Improvement Plan

LaRue County Middle School
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LaRue County Middle School

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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for 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 have goals for 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 targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target 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.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

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
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

Using the Comprehensive School Improvement Plan Template
The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

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● b. **Upload your completed template in the attachment area directly below.**
ATTACHMENTS

Attachment Name

📄 23-24 LCMS CSIP

Summarize the plan of action developed through your goal setting process.
Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

The overall objective is to improve the intervention activities and strategies to meet the needs of all students.

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LaRue County Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 23-24 LCMS CSIP		.

LaRue County Middle School Comprehensive School Improvement Plan (CSIP) 2023-24

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.

1. One of the concerns for LCMS would be our KSA math scores. This was the area that showed the lowest growth on the KSA scores from 2022 to 2023. New curriculum has been adopted for more consistent and rigorous instruction. Interventions have been put in place to help improve the overall skill level and ability of our students.

2. Another area of concern would be regarding feedback on teaching practices for our teachers. We meet on a regular basis in team meetings to discuss classroom concerns involving instruction and classroom management. Walkthroughs are completed that allow for 30 second feedback and/or feedback on practices when it is needed. Our curriculum specialist and instructional supervisor also make regular visits to the classrooms to assist teachers as needed with lesson planning, assessment building, and to give feedback on student results.

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.

1. KCWP 2: Using data to make decisions on intervention and classroom instructions. Discussions will happen during PLC time, team meetings, and departmental meetings among teachers to ensure they are meeting the needs of all students.

2. KCWP 5: There will also be a focus on our PBIS processes and procedures so student behavior is not a barrier to receiving instruction in the classroom.

Indicator Scores

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

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	62.2	.07
State Assessment Results in science, social studies and writing	67.8	2.6
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	66.0	.09
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in reading and mathematics

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 6-8 from 62.2 in 2023 to 75.7 by May 2028 as measured by state-required assessments

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
Increase status for state assessment results for reading and math for students in grades 6-8 from 62.2 in 2023 to 64.9 by May 2024 as measured by state-required assessments.	KCWP 1: Design & deploy standards to assure a valid curriculum that is aligned to state/essential standards, includes components that support instruction & assessment, and is paced with accuracy.	**Curriculum Mapping and Alignment** Staff take current curriculum maps and common assessments and check for alignment with state standards. Teachers make adjustments to incorporate non-mastered/not addressed standards in previous grade levels.	Principal, Teachers, Instructional Support Staff	Updated Curriculum Maps, Common Assessments, and Pacing Guides	$0	
	KCWP 1: Design & deploy standards to assure a valid curriculum that is aligned to state/essential standards, includes components that support instruction & assessment, and is paced with accuracy.	**Observations** Principals and instructional staff conduct non-evaluative observations in all content areas to monitor the implementation of teacher-created curriculum maps. Observation forms focus on teacher engagement, student engagement, management, lesson plans tied to core content and/or common core standards, formative assessments, congruence between classroom activities and lesson plans, optimal learning model, questioning and student and teacher interaction. Individual feedback is communicated to teachers.	Principals, Instructional Support Staff	Walkthrough Data, Lesson Plans, Curriculum Maps	$0	
	KCWP 1: Design & deploy standards by having a monitoring system in place to ensure the curriculum is taught at a high level of fidelity.	**Professional Learning Communities: Grade Level** Teachers use PLC time to analyze upcoming common assessments to ensure standards taught are intentionally included in lesson plans.	Teachers, Instructional Support Staff	PLC Meeting Minutes	$0	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 6-8 from 62.2 in 2023 to 75.7 by May 2028 as measured by state-required assessments

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
		Teachers have time to collaborate to make any adjustments prior to students taking the assessment. After common assessment administrations, teachers review item analysis to make instructional adjustments and intervention decisions.				
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Teaching Strategies** Model graphic organizers to assist students with answering extended response questions. Cooperative learning will be used to increase student engagement in all content. Adolescent literacy model strategies and organizers are embedded across content to increase academic dialogue and student understanding. Strategies will be adapted to fit online writing responses. Math teachers will incorporate manipulatives as appropriate to assist students in mastering content.	Teachers, Instructional Support Staff	PLC agenda and notes, Curriculum Maps, Lesson Plans, Walk-thru data	$450 PD Budget	
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Professional Learning Communities: Departments** Content PLC groups meet as needed to discuss best practices including research based teaching strategies, math practices and cooperative learning strategies that are specific to the content. Professional learning includes, but not limited to attendance in a training event or district network meeting, coaching, and curriculum and resource/material alignment.	Principals, Teachers, Instructional Support Staff	PLC agenda and minutes, Curriculum Maps, Lesson Plans, Walk-thru data	$0	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 6-8 from 62.2 in 2023 to 75.7 by May 2028 as measured by state-required assessments

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Writing Across Content Areas** All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas.	Teachers, Instructional Support Staff	Curriculum Maps, Lesson Plans	$0	
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Reading Across the Curriculum** Emphasis on reading across the curriculum. Teachers will use research based strategies to encourage thoughtful reading. Practice will be provided for reading digitally and strategies for answering questions using text in a digital environment.	Principals, Teachers, Instructional Support Staff	PLC agenda and minutes, Curriculum Maps, Lesson Plans, Walk-thru data	$0	
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**High Quality Instructional Materials Implementation** The HMH Into Reading program was selected for reading teachers to use for core instruction and Envisions was selected for math teachers to use for core instruction. These programs provide rigorous instruction aligned to the standards. Teachers will work together and with the curriculum specialist in PLC and during planning using the new materials.	Principals, Teachers, Instructional Support Staff	PLC agenda and minutes, Curriculum Maps, Lesson Plans, Walk-thru data	$0	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 6-8 from 62.2 in 2023 to 75.7 by May 2028 as measured by state-required assessments

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
	KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system and to ensure students can communicate how they track and evaluate their progress and set goals.	**Edulastic** Teachers use the Edulastic program to develop assessment literacy within students. This allows students to practice assessment in a digital environment. Common assessments are created using question types such as multiple choice, multiple select, paired passages, constructed response, technology enhanced, etc.	Teachers, Instructional Support Staff	Edulastic Assessments, Lesson Plans, Common Assessment Data, PLC Meeting Minutes	$0	
	KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system and to ensure students can communicate how they track and evaluate their progress and set goals.	**Timed Assessments** Assessments, which include multiple question formats such as MC, short answer, drag and drop, and/or extended response questions in grades 6-8, will be timed to help students learn to manage time on tests and build stamina.	Teachers, Instructional Support Staff	Lesson Plans, Assessment Results	$0	
	KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and used to drive classroom instruction.	**Data Review** Common assessments in Edulastic are administered at the end of units of instruction. Edulastic reports are analyzed. A district progress check is given mid-year. I-Ready is administered three times per year to assist teachers in monitoring student progress. All data influences differentiation in lesson planning and intervention.	Principals, Teachers, Instructional Support Staff	Data Spreadsheet, Agenda, Progress Monitoring Sheets, Data Chats	$0	
	KCWP 4: Review, analyze & apply data results to answer key questions about student needs, individually, as a whole, and by specified subgroups, ensuring appropriate academic interventions are taking	**Interventions/Seminar** Tiered interventions are delivered in small groups or on an individual basis to students identified using I-Ready data. Technology such as but not limited to MobyMax, and Envisons are used to assist in tiered interventions.	Teachers, Instructional Support Staff	Lesson Plans and notes from Interventions, Intervention Spreadsheet	$15,616.57 (ESS)	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 6-8 from 62.2 in 2023 to 75.7 by May 2028 as measured by state-required assessments

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
place to meet the needs of all students.						
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**Enrichment** Opportunities will be available for students that are placed in Tier 1 interventions groups. They will be offered enrichment activities that allow them to enhance reading and math skills at a more advanced level.	Teachers, Instructional Support Staff	Intervention/Seminar Schedule, Lesson Plans	$0	
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**Master Schedule Review** The master schedule at each school will be reviewed with respect to opportunity and access for all students. Adjustments will be made as needed to ensure students have adequate opportunity and access to high quality instruction and services as indicated in the accountability & assessment system.	Principal, Instructional Support Staff	Strategic master schedule; increase in student proficiency	$0	
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**Intervention/Extended School Services** Students below grade level or at risk for failure will receive extra help as needed. Targeted students will attend intervention during the day (intervention block, seminar, transition readiness time), Friday school, and/or before or after school sessions for extra help as needed. Summer learning opportunities will be provided for students with the greatest needs and will be focused predominantly on literacy and math needs.	Principals, ESS Coordinator, ESS Teachers, Instructional Support Staff	Academic progress of students, ESS data in IC.	$3000 ESS Budget	
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**Advanced Math Courses** An advanced math track is offered for students showing mastery of content standards. These courses have been developed to accelerate	Principal, Teachers, Counselor, Instructional Support Staff	Curriculum Maps, Lesson Plans	$0	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 6-8 from 62.2 in 2023 to 75.7 by May 2028 as measured by state-required assessments

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
		students through the grade level standards and begin on standards for the next grade level.				
	KCWP 6: Establish learning culture & environment such that processes are in place to communicate with students in order to address barriers to learning.	**Student Conduct** Teachers review the code of conduct, the discipline grid, and classroom rules with students on the first days of school. All forms are sent home to be signed by the parent. PBIS expectations are reviewed with students before and after breaks. Reward systems are in place to recognize following the PBIS expectations. An Open House and 6th Grade Night events are held before the start of school to allow for parent questions if students can be in person. Student groups and student survey feedback will be used to determine incentives for PBIS.	Principal, Counselor, Teachers	Signed forms and walkthroughs of PBIS expectations	$1000 Section 6	
	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	**Communication** Teachers complete a required six hours of parent-teacher conferences during the school year. Additional parent communication occurs during the planning period, on social media, phone conferences, or additional hours after school. Principals and the counselor also participate in parent conferencing.	Teachers	Conference Logs	$0	
	KCWP 6: Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals.	**Culture** Principals and the counselor meet with teachers during PLC and staff meetings to review behavior concerns. Anti-bullying and Drug Free Campaigns are conducted throughout the school once a year with all students. Hawk Ambassadors	Principal, Counselor, Teachers	PLC agenda, Lesson plans, pictures, student involvement, PBIS Committee agenda	$500 Section 6	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 6-8 from 62.2 in 2023 to 75.7 by May 2028 as measured by state-required assessments

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
		are selected by their teachers from an application process. Student representatives serve as an advisory and leadership council for the school. The Success Team determines celebrations for sports recognition, academics, and attendance. Teams determine rewards and incentives for their students. Sources of Strength and PBIS are being implemented this school year. Club opportunities are expanded with offerings after school.				

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

Goal 2 : Increase status for state assessment results in Science, Social Studies, and Writing for students in grades 6-8 from **67.8** in **2023** to **79.3** by May 2028.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
Increase status for state assessment results in science, social studies and writing for students in grades 6-8 from 67.8 in 2023 to 70.1 by May 2024 as measured by state-required assessments.	KCWP 1: Design & deploy standards to assure a valid curriculum that is aligned to state/essential standards, includes components that support instruction & assessment, and is paced with accuracy.	**Curriculum Mapping and Alignment** Teachers will collaborate as professional learning communities with principals and other district instructional staff to revise curriculum maps, common assessments, adjust instructional strategies and develop strategy groups or strategy lessons in an ongoing manner during team meetings, faculty meetings, early release time and analysis of student work sessions based on formative assessment data. Alignment to KAS will be the focus including updates for the revised ELA, Science, and Social Studies standards this spring. Teachers will make note of needed changes during the year and use early release, faculty meeting, team meeting, and/or summer professional development time to incorporate revisions.	Principal, Teachers, Instructional Support Staff	Updated Curriculum Maps, Common Assessments, and Pacing Guides	$0	
	KCWP 1: Design & deploy standards to assure a valid curriculum that is aligned to state/essential standards, includes components that support instruction & assessment, and is paced with accuracy.	**Observations** Principals and instructional staff conduct non-evaluative observations in all content areas to monitor the implementation of teacher-created curriculum maps. Observation forms focus on teacher engagement, student engagement, management, lesson plans tied to core content and/or common core standards, formative assessments, congruence between classroom activities and lesson plans, optimal learning model, questioning and student and teacher interaction. Individual feedback is communicated to teachers.	Principals, Instructional Support Staff	Walkthrough Data, Lesson Plans, Curriculum Maps	$0	
	KCWP 1: Design & deploy standards by having a monitoring system in place	**Professional Learning Communities: Grade Level**	Teachers, Instructional Support Staff	PLC Meeting Minutes	$0	

Goal 2 : Increase status for state assessment results in Science, Social Studies, and Writing for students in grades 6-8 from **67.8** in **2023 to 79.3** by May 2028.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
	to ensure the curriculum is taught at a high level of fidelity.	Teachers use PLC time to analyze upcoming common assessments to ensure standards taught are intentionally included in lesson plans. Teachers have time to collaborate to make any adjustments prior to students taking the assessment. After common assessment administrations, teachers review item analysis to make instructional adjustments and intervention decisions.				
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Professional Learning Communities: Departments** Content PLC groups meet as needed to discuss best practices including research based teaching strategies, math practices and cooperative learning strategies that are specific to the content. Professional learning includes, but not limited to attendance in a training event or district network meeting, coaching, and curriculum and resource/material alignment.	Principals, Teachers, Instructional Support Staff	PLC agenda and minutes, Curriculum Maps, Lesson Plans, Walk-thru data	$0	
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	**Writing Across Content Areas** All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas.	Teachers, Instructional Support Staff	Curriculum Maps, Lesson Plans	$0	
	KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system and to ensure students can communicate	**Edulastic** Teachers use the Edulastic program to develop assessment literacy within students. This allows students to practice assessment in a digital environment. Common assessments are created using question types such as multiple choice,	Teachers, Instructional Support Staff	Edulastic Assessments, Lesson Plans, Common Assessment Data, PLC Meeting Minutes	$0	

Goal 2 : Increase status for state assessment results in Science, Social Studies, and Writing for students in grades 6-8 from **67.8 in 2023 to 79.3** by May 2028.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
	how they track and evaluate their progress and set goals.	multiple select, paired passages, constructed response, technology enhanced, etc.				
	KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system and to ensure students can communicate how they track and evaluate their progress and set goals.	**Timed Assessments** Assessments, which include multiple question formats such as MC, short answer, drag and drop, and/or extended response questions in grades 6-8, will be timed to help students learn to manage time on tests and build stamina.	Teachers, Instructional Support Staff	Lesson Plans, Assessment Results	$0	
	KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system and to ensure students can communicate how they track and evaluate their progress and set goals.	**Seminar** Seminar is used to offer students opportunities in science, social studies, and writing to have more individualized instruction, STEM classes, or project-based assignments. Some of the activities are used for intervention and/or enrichment opportunities to ensure we are meeting the needs of all students.	Principal, Teachers, Instructional Support Staff	Lesson plans, intervention.seminar spreadsheet	$0	
	KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and used to drive clas:room instruction.	**Live Scoring** Students will receive live feedback on writing and written responses in various content areas from a team of teachers and administrators following completion with opportunity for improvement.	Teachers, Instructional Support Staff	Lesson plans, Assessment results, Teacher Feedback	$0	
	KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and used to drive classroom instruction.	**Data Review** Common assessments in Edulastic are administered at the end of units of instruction. A district progress check is given mid-year. I-Ready is administered three times per year to assist teachers in monitoring student progress. All data influences differentiation in lesson planning and intervention.	Principals, Teachers, Instructional Support Staff	Data Spreadsheet, Agenda, Progress Monitoring Sheets, Data Chats	$0	

Goal 2 : Increase status for state assessment results in Science, Social Studies, and Writing for students in grades 6-8 from **67.8 in 2023 to 79.3** by May 2028.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
	KCWP 6: Establish learning culture & environment such that processes are in place to communicate with students in order to address barriers to learning.	**Student Conduct** Teachers review the code of conduct, the discipline grid, and classroom rules with students on the first days of school. All forms are sent home to be signed by the parent. PBIS expectations are reviewed with students before and after breaks. Reward systems are in place to recognize following the PBIS expectations. An Open House and 6th Grade Night events are held before the start of school to allow for parent questions if students can be in person. Student groups and student survey feedback will be used to determine incentives for PBIS.	Principal, Counselor, Teachers	Signed forms and walkthroughs of PBIS expectations	$500 Section 6	
	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	**Communication** Teachers complete a required six hours of parent-teacher conferences during the school year. Additional parent communication occurs during the planning period, on social media, phone conferences, or additional hours after school. Principals and the counselor also participate in parent conferencing.	Teachers	Conference Logs	$0	
	KCWP 6: Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals.	**Culture** Principals and the counselor meet with teachers during PLC and staff meetings to review behavior concerns. Anti-bullying and Drug Free Campaigns are conducted throughout the school once a year with all students. Hawk Ambassadors are selected by their teachers from an application process. Student representatives serve as an advisory and leadership council for the school. The Success	Principal, Counselor, Teachers	PLC agenda, Lesson plans, pictures, student involvement, PBIS Committee agenda	$500 Section 6	

Goal 2 : Increase status for state assessment results in Science, Social Studies, and Writing for students in grades 6-8 from **67.8** in **2023** to **79.3** by May 2028.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
		Team determines celebrations for sports recognition, academics, and attendance. Teams determine rewards and incentives for their students. Sources of Strength and PBIS are being implemented this school year. Club opportunities are expanded with offerings after school.				

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).

Goal 3: Increase overall status for students who qualify for free or reduced lunches in grades 6-8 from **58.6 in 2023 to 73.4** by May 2028 as measured by the state accountability system. Increase overall status for students with disabilities in grades 6-8 from **32.4 in 2023 to 56.5** by May 2028 as measured by the state accountability system.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
Objective 1: Increase overall status for students who qualify for free or reduced lunches in grades 6-8 from 58.6 in 2023 to 61.6 by May 2024 as measured by the state accountability system.	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Professional Learning Communities: Teams** Team teachers review I-Ready and Common Assessment data after each administration to determine and review progress monitoring data on GAP students in interventions and overall growth. PLC's also include differentiation plans for students on or above grade level.	Principals, Teachers, Instructional Support Staff	PLC Agenda and Lesson Plans	$0	
Objective 2: Increase overall status for students with disabilities in grades 6-8 from 32.4 in 2023 to 40.0 by May 2024 as measured by the state accountability system.	KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and being used to drive classroom instruction.	**Initial Data Review: GAP** Team teachers review their first set of data from I-Ready, most recent KSA scores, and GAP student identification to determine the best placement for student interventions or teacher mentoring needed to identify GAP students.	Principals, Teachers, Instructional Support Staff	PLC Agenda and Lesson Plans	$0	
	KCWP 4: Review, analyze & apply data results to ensure student data is	**Special Education Progress Monitoring** Special education teachers and administrators will participate in professional learning & support	Special Education Teacher, Regular	Progress Monitoring Results, Students IEP, Lesson Plans	$0	

Goal 3:   Increase overall status for students who qualify for free or reduced lunches in grades 6-8 from **58.6 in 2023 to 73.4** by May 2028 as measured by the state accountability system. Increase overall status for students with disabilities in grades 6-8 from **32.4 in 2023 to 56.5** by May 2028 as measured by the state accountability system.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
	collected, analyzed, and used to drive classroom instruction	experiences on writing IEP goals, strategies and structures for monitoring student progress, and communicating results of progress monitoring using KDE guidance and GRREC resources. Special education teachers will meet together on selected Fridays to support each other in entering data into Infinite Campus.	Classroom Teachers, Instructional Support Staff			
	KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and used to drive classroom instruction	**Data Review: Leadership** Common assessment data in Edulastic, I-Ready data, and District Progress data are reviewed two to three times per year by administration with discussions about GAP students' progress and success. Cadre leaders, during department planning, review GAP data for instructional implications during departmental PLCs. All data influences RTI, lesson planning, and seminar groupings (including pull-outs from band/chorus).	Principal, ILT Group, Teachers, Instructional Support Staff	PLC Agendas, ILT Meeting Minutes	$0	
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	**Co-teaching** Special education and math, reading, and ELA content teachers will have the opportunity to complete peer observations of co-teaching models. Pre-conversation will be based around specific components to look for. Post-conversation will be reflective and allow time to create next steps.	Teachers, Instructional Support Staff	Walkthrough Data, Lesson Plans, PLC notes	$0	

Goal 3: Increase overall status for students who qualify for free or reduced lunches in grades 6-8 from **58.6 in 2023 to 73.4** by May 2028 as measured by the state accountability system. Increase overall status for students with disabilities in grades 6-8 from **32.4 in 2023 to 56.5** by May 2028 as measured by the state accountability system.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**Co-Teaching Training** Training will be offered through GRREC to all special education teachers and regular education teachers on co-teaching practices and strategies.	Principal, Teachers, GRREC Staff, Instructional Support Staff	Walkthrough Data, Lesson Plans	Special Education District Funding	
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**Seminar:** Seminar focuses on addressing content gaps. Classes are designed to meet the individual needs of students. Emphasis will be placed on project based activities.	Principal, Teachers, Instructional Support Staff	Seminar Schedule, Lesson Plans	$0	
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**High School Credit** 8th grade students have the option to take a high school credit seminar class for the Arts and Humanities credit or the Health/PE credit.	Principal, Teachers, Instructional Support Staff	Completion of Courses	$0	
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**Reading Resource/LLI** LCMS is offering a resource collaboration class for special education students in reading at all grade levels. In this classroom there will be a focus on Leveled Literacy Intervention (LLI) for instruction.	Principal, Special Education Teachers, Instructional Support Staff	Lesson plans, LLI documentation, student progress data	$0	
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**Master Schedule Review** The master schedule at each school will be reviewed with respect to opportunity and access for all students. Adjustments will be made as needed to ensure students have adequate opportunity and access to high quality instruction and services as indicated in the accountability & assessment system.	Principal, Counselor, Instructional Support Staff	Strategic master schedule; increase in student proficiency	$0	

4: English Learner Progress

Goal 4: The English Learner Progress STATUS will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. *(Due to accountability suppression rules, our district does not have enough English Learners to publicly show data for this goal)*

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
The English Learner Progress STATUS will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually.	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	**English Language Learners** Staff will be trained in understanding and implementation of specific strategies and supports for academic success for Hispanic/English as Second Language learners at various levels of English Language proficiency, such as understanding WIDA standards, types of modifications, the impact of culture, understanding the needs of newcomers, the district process for placement, assessment, and release, using the ACCESS results to inform instructional and intentional instructional strategies such for vocabulary development.	Principals, EL Coordinator, Instructional Support Staff, EL instructional assistant	EL student progress, lesson plans, sign in sheets	District Funding	
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	**EL Instructional Supports** Resources will be provided to support the instructional needs of English Learners such as bilingual dictionaries, picture dictionaries, bilingual reading materials, and/or content specific materials. A full-time instructional assistant, shared between all schools in the district, will provide additional targeted support for newcomers and English learners with the greatest needs as determined by WIDA ACCESS and W-APT results. Rosetta Stone and Into reading EL documents and books. Math series will read questions in spanish.	Principals, EL Coordinator, Instructional Support Staff, EL instructional assistant	IA schedule, parent communication log	District Funding	
	KCWP 6: Establish learning culture & environment to communicate with students and parents in order to address barriers to learning.	**EL Parent Communication & Engagement** The district's full-time instructional assistant for English learners will encourage communication and engagement with parents by personally contacting parents about school activities, inviting them to attend school events and attending these events to	Principal, Instructional Support Staff, EL Instructional Assistant	Log, increase in student success in both content and English Proficiency	$0	

Goal 4: The English Learner Progress STATUS will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. *(Due to accountability suppression rules, our district does not have enough English Learners to publicly show data for this goal)*

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring
	and to address culture in classrooms, schools, across the district.	translate as needed (conferences, parent nights, etc.), provide literacy sessions for EL families on Family Literacy Nights, etc. Teachers will work with the EL IA to translate notes home. Communication is two-way as parents can also contact the EL IA directly. The EL IA's schedule is flexible to account for parent support and communication needs outside of school hours. The EL IA will keep a log of her parent communication and engagement activities by student name and school.				

5: Quality of School Climate and Safety

Goal 5: Increase status for quality of school climate and safety for students in grades 6-8 from 66.0 in 2023 to 78.1 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Persons	Measure of Success	Funding	Progress Monitoring
Increase status for quality of school climate and safety for students in grades 6-8 from 66.0 in 2023 to 68.4 by May 2024 as measured by state-required assessments.	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Digital Portfolio** Students will complete a Digital Portfolio in conjunction with their coursework. The Digital Portfolio includes a variety of tasks to prepare them for college/career after graduation such as career preparation, essential employability skills, writing portfolio, and instruction in digital and financial literacy. The Digital Portfolio contains the Individual Learning Plan. Work Ethic Certification completion and criteria will be tracked in the Digital Portfolio. Teachers will be involved in developing plans for implementation which will include progress checks on completion.	Teachers, Principal, Instructional Support Staff	Goal-setting & career planning w/ students	$0	
	KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.	**Student Incentives** School wide and team incentives and activities will be used to reward students and classrooms with high attendance, good behavior, good grades, etc. Incentives will vary depending on grade level team and school wide activities.	Principals, Teachers	Reward day schedules, meeting minutes	$500 section 6	
	KCWP 5: Design, align & deliver support processes such that behavioral interventions are taking place and monitored to meet the needs of all students.	**Positive Behavior Intervention System** The district will continue to partner with GRREC to support all schools in implementation of PBIS, including a fidelity audit and next step analysis. In accordance with the district's behavior RTI plan, the social-emotional & behavior screener will be given 2 times this year. A PBIS cadre leader will support implementation including leading school-based PBIS meetings, and guiding next steps.	Special Ed Director, Principals, Instructional Supervisor, PBIS Cadre Leaders, Teachers	Aligned supports for students w/ behavior needs; increased success for students	$500 Section 6	
	KCWP 5: Design, align & deliver support processes such that behavioral interventions are taking place and monitored to meet the needs of all students.	**PASS** Teachers will administer two SEL surveys to students 6-8. This will allow the school to measure the overall social emotional state of students.	Principal, Instructional Supervisor, SEL Cadre members, teachers	PASS Results, SEL Committee minutes, PLC minutes	District Funding	

Goal 5: Increase status for quality of school climate and safety for students in grades 6-8 from 66.0 in 2023 to 78.1 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Persons	Measure of Success	Funding	Progress Monitoring
	KCWP 5: Design, align & deliver support processes such that behavioral interventions are taking place and monitored to meet the needs of all students.	**PBIS Committee** The PBIS Committee will meet to review discipline policy and procedures. The assistant principal will meet the committee on a monthly basis to review discipline data and concerns. The staff will also be provided the discipline data quarterly at faculty meetings.	Principal, Assistant Principal, PBIS team lead, PBIS Committee members, teachers	Meeting Minutes, improvement in overall discipline.	$500 Section 6	
	KCWP 5: Design, align & deliver support processes such that behavioral interventions are taking place and monitored to meet the needs of all students.	**Social Emotional Cadre Leaders** One primary and one intermediate teacher will serve in the roles of Social Emotional Cadre Leaders for the building. SEL leaders will support teachers in understanding SEL needs and providing lessons/support for their students. Our FRYSC will also be included as a resource for Social Emotional Support for students.	Principal, SEL Cadre Leaders	Cadre meetings, staff meeting agendas	District Funding	
	KCWP 6: Establish learning culture & environment to communicate with teachers in order to address barriers to learning, and to address culture in	**Survey** A google survey will be used to create a mid-point check in with staff to measure the overall climate and culture of the school building. This survey will also be used as a follow up on areas of growth from the IMPACT survey scores.	Principles, Teachers, Instructional Support Staff	Survey Results	$0	
	KCWP 6: Establish learning culture & environment to communicate with students and parents in order to address barriers to learning, and to address culture in classrooms, schools, across the district.	**Attendance** Schools will work with students and families to encourage good attendance overall and to limit chronic absenteeism (both excused and unexcused). Each school's attendance committee will meet monthly to consider overall strategies as well as strategies for individual students. For chronically absent students every effort will be made to make a personal connection with the student to encourage better attendance (unconditional positive regard, home visits, etc.). Contracts and individual rewards can be used as well as assigning mentors. Friday School may be used to help chronically absent students get caught up.	Principal, Attendance Committee	Increase in overall attendance	$500 Section 6	

Goal 5: Increase status for quality of school climate and safety for students in grades 6-8 from 66.0 in 2023 to 78.1 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Persons	Measure of Success	Funding	Progress Monitoring
	KCWP 6: Establish learning culture & environment to communicate with students and parents in order to address barriers to learning, and to address culture in classrooms, schools, across the district.	**LCMS Transition Day** In May, 5th grade students will attend a Transition Day at LaRue County Middle School. Students will tour the school and attend an informational presentation.	Principals, Teachers, FRYSC	Calendar	$500 FRYSC	
	KCWP 6: Establish learning culture & environment to communicate with students and parents in order to address barriers to learning, and to address culture in classrooms, schools, across the district.	**Work Ethic Certification** Teachers will provide students essential workplace ethics instruction including adaptability, diligence, initiative, knowledge, reliability, remaining drug free and working well with others. Elementary students will complete two hours (kindergarten – second grade) or four hours (third-fifth grade) of community service by helping an agency, neighborhood, or an individual outside your home.	Principal, Assistant Superintendent, teachers	Community service logs, lesson plans	$0	
	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	**Parent Involvement** School wide initiative will encourage parent involvement at home and school. Some activities include: consistent parent teacher communication by team, social media communication by the school, and parent tables at sporting events. Our school also had a PTSO to help raise funds and coordinate events.	Principal, Teachers, Instructional Support Staff	Parent teacher conference log, social media post, weekly emails.	$0	
	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	**Positive Office Referrals** Students exemplifying HAWK behavior will be recognized. Each teacher will fill out a positive office referral if they see a student going above and beyond with school work, helping others, and/or being a positive role model. Students will be recognized via announcements and/or Facebook.	Principal, teachers, PBIS Committee	Hawk of the month certificates	$0	
	KCWP 6: Establish learning culture &	**Attendance Committee**	Pictures, Rewards Day	Attendance Meeting Minutes	$0	

Goal 5: Increase status for quality of school climate and safety for students in grades 6-8 from 66.0 in 2023 to 78.1 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Persons	Measure of Success	Funding	Progress Monitoring
environment to communicate with students and parents in order to address barriers to learning, and to address culture in classrooms, schools, across the district.		The Attendance Committee will meet regularly with DPP to go over attendance issues or upcoming changes related to attendance. Committee will work with the Family Resource Office as needed to help with student attendance issues.	schedule, popcorn party			
KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.		**Career Activities/Launch** Career Launch activities and Career Day will be held yearly for 8th grade students to explore high school and career interests. Individual Learning Plans will be completed yearly in grade 6-8 to prepare them for the 8th grade career activities. Reality Store will help 8th graders explore further career and life options. Seminar Course work has been designed to teach more soft skills and includes career exploration. 8th Grade Field Trip ECTC to look at both academic and technical fields.	Instructional support staff, Principal, Counselor, FRYSC	Goal-setting & career planning w/students	$500 FRYSC	
KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.		**BAM Group/Mentor Groups** Mentoring groups that will bring in community members to help mentor LCMS students. They will learn how to identify, cope with and express their emotions constructively without anger and aggression. They will also focus on a positive mindset, working through friendship troubles, and overall social and emotional needs.	Principal, counselor, teachers	Overall improvement of attitudes of students participating.	$0	
KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.		**Promoting Mental Wellness/Sources of Strength** LCMS will continue to expand the Sources of Strength Club, a mental health wellness program that utilizes the power of peer social networks to change unhealthy norms and culture to prevent suicide, bullying, violence and substance abuse. Students will organize and lead schoolwide campaigns throughout the year that focus on the SoS areas to increase connectedness to adults and improve school climate and culture. An SoS club sponsor has been added this year. In addition to SoS	Principal, SOS Leaders, SEL Cadre leaders, teachers, students	Lesson plans, SOS plans, improvement in mental wellness	$500 FRYSC	

Goal 5: Increase status for quality of school climate and safety for students in grades 6-8 from 66.0 in 2023 to 78.1 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Persons	Measure of Success	Funding	Progress Monitoring
		activities, the Social-Emotional Learning committee will develop specific activities to promote positive relationships with all students with SEL lessons and whole school activities. Emphasis will also be placed on promoting equity. SEL Cadre Leaders support implementation and expansion of SEL services.				
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	**Extracurricular Activities** Several extracurricular activities will be promoted and offered to LCMS students. Those activities include but are not limited to: Beta, KYA, Pep Club, Art Club, Band, Chorus, Academic Team, Board Game Club, Ag Club, JROTC, Baseball, Football, Volleyball, Basketball, Yearbook, Track, Cross Country.	Principal, teachers	Student involvement, lessons	$0	
		Hygiene Awareness Partnered with the LaRue County Extension Office we teach about hair, skin and nails hygiene.	FRYSC	Surveys	$0	

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:** N/A

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:** N/A

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:** N/A

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: 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.**   N/A

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 "Documenting Evidence under ESSA" 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
N/A		☐
		☐