Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): **By May 2023, Walton-Verona Middle School will increase the combined (reading/math) percentage of students scoring proficient/distinguished to 60% (May 2022 = 52%)**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, 65% of Walton-Verona Middle School students will score at or above proficiency in Reading. May 2019 = 65.5% May 2021 = 49% May 2022 = 58%	KCWP 2: Design & Deliver Instruction. All teachers will incorporate collaborative learning strategies (Kagan Structures) into regular class instruction.	Continue the facilitation of Kagan Structures in classroom settings to support Workshop Model Classroom and collaborative learning among all students	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
		Professional Development and Learning: Continue to Provide Higher Level Kagan Training when available. Provide training for all new staff	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$1000 (new teacher training for 2022-23)
	KCWP 2: Design & Deliver Instruction. All teachers will incorporate the common language and skills of the Thinking Strategies.	Continue the facilitation of Thinking Strategy Implementation in all classrooms.	Teachers and students utilizing common language in all content areas	Ongoing – classroom walks and formal observations	$0
		Professional Development and Learning: Through faculty meetings and PLCs, teachers will share, reflect, and continue to develop strategies for Workshop Model Classroom practice. Modeling by accomplished staff.	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
	KCWP 5: Design, Align and Deliver Support. Grade levels will continue to identify, using MAP and classroom data, students in need of additional support	Use of Objective Data Ongoing use of MAP and classroom data to track student growth and progress. Place students in appropriate support/enrichment groups.	MAP Data RTI Progress Data Classroom Data Student Grades	RTI Meetings Team Meetings PLCs	$0

Goal 1 (State your reading and math goal.): **By May 2023, Walton-Verona Middle School will increase the combined (reading/math) percentage of students scoring proficient/distinguished to 60%** (May 2022 = 52%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	through Bearcat Extension, ESS, and RTI Process.	Weekly Grade Level PLC	MAP Data, Grades, Classroom Data, Attendance, Behavior, Parent Contacts, Extra-curriculars	PLC Forms turned in to Administration regularly.	$0
Objective 2 By May 2023, 50% of Walton-Verona Middle School students will score at or above proficiency in Math. May 2019 = 48.4% May 2021 = 30.4% May 2022 = 46%	KCWP 2: Design & Deliver Instruction. All teachers will incorporate collaborative learning strategies (Kagan Structures) into regular class instruction.	Continue the facilitation of Kagan Structures in classroom settings to support Workshop Model Classroom and collaborative learning among all students	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
		Professional Development and Learning: Continue to Provide Higher Level Kagan Training when available. Provide training for all new staff	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$1000 (new teacher training for 2022-23)
	KCWP 2: Design & Deliver Instruction. All teachers will incorporate the common language and skills of the Thinking Strategies.	Continue the facilitation of Thinking Strategy Implementation in all classrooms. Math Teachers will also be working with the Deeper Learning initiative to further support Workshop Model Classroom in all math classes	Teachers and students utilizing common language in all content areas. Deeper Learning work ongoing through the 22-23 school year.	Ongoing – classroom walks and formal observations	Grant through KDE.
		Professional Development and Learning: Through faculty meetings and PLCs, teachers will share, reflect, and continue to develop strategies for Workshop Model Classroom practice. Modeling by accomplished staff.	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0

Goal 1 (State your reading and math goal.): **By May 2023, Walton-Verona Middle School will increase the combined (reading/math) percentage of students scoring proficient/distinguished to 60%** (May 2022 = 52%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support. Grade levels will continue to identify, using MAP and classroom data, students in need of additional support through Bearcat Extension, ESS, and RTI Process.	Use of Objective Data Ongoing use of MAP and classroom data to track student growth and progress. Place students in appropriate support/enrichment groups.	MAP Data RTI Progress Data Classroom Data Student Grades	RTI Meetings Team Meetings PLCs	$0
		Weekly Grade Level PLC	MAP Data, Grades, Classroom Data, Attendance, Behavior, Parent Contacts, Extra-curriculars	PLC Forms turned in to Administration regularly.	$0

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

Goal 2 (State your science, social studies, and writing goal.): By 2023, Walton-Verona Middle School will increase percentage of students scoring proficient/distinguished in On-Demand Writing to 70%, Editing and Mechanics to 70%, Science to 46% and Social Studies to 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, 45% of Walton-Verona Middle School students will score proficient/distinguished in Social Studies. May 2021 – Field Test Only May 2022 = 40.5% 8th Grade = 44% 5th Grade = 37	KCWP 2: Design & Deliver Instruction. All teachers will incorporate collaborative learning strategies (Kagan Structures) into regular class instruction.	Continue the facilitation of Kagan Structures in classroom settings to support Workshop Model Classroom and collaborative learning among all students	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
		Professional Development and Learning: Continue to Provide Higher Level Kagan Training when available. Provide training for all new staff	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$1000 (new teacher training for 2022-23)
	KCWP 2: Design & Deliver Instruction. All teachers will incorporate the common language and skills of the Thinking Strategies.	Continue the facilitation of Thinking Strategy Implementation in all classrooms.	Teachers and students utilizing common language in all content areas	Ongoing – classroom walks and formal observations	$0
		Professional Development and Learning: Through faculty meetings and PLCs, teachers will share, reflect, and continue to develop strategies for Workshop Model Classroom practice. Modeling by accomplished staff.	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
	KCWP3: Design and Deliver Assessment Literacy. All Social Studies Teachers will incorporate higher level assessment tasks.	Review KSA data and utilize released items to develop higher level assessment tasks for students.	Observation of assessment tasks on all formative and summative assessments via Content PLCs	Ongoing – review of assessments	$0
	KCWP 5: Design, Align and Deliver Support.	Use of Objective Data	MAP Data RTI Progress Data	RTI Meetings Team Meetings	$0

Goal 2 (State your science, social studies, and writing goal.): By 2023, Walton-Verona Middle School will increase percentage of students scoring proficient/distinguished in On-Demand Writing to 70%, Editing and Mechanics to 70%, Science to 46% and Social Studies to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Grade levels will continue to identify, using MAP and classroom data, students in need of additional support through Bearcat Extension, ESS, and RTI Process.	Ongoing use of MAP and classroom data to track student growth and progress. Place students in appropriate support/enrichment groups.	Classroom Data Student Grades	PLCs	
		Weekly Grade Level PLC	MAP Data, Grades, Classroom Data, Attendance, Behavior, Parent Contacts, Extra-curriculars	PLC Forms turned in to Administration regularly.	$0
Objective 2 By May 2023, 46% of Walton-Verona Middle School students will score Proficient/Distinguished in Science. May 2019 = 40% May 2021 = 31.5% May 2022 = 46%	KCWP 2: Design & Deliver Instruction. All teachers will incorporate collaborative learning strategies (Kagan Structures) into regular class instruction.	Continue the facilitation of Kagan Structures in classroom settings to support Workshop Model Classroom and collaborative learning among all students	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
		Professional Development and Learning: Continue to Provide Higher Level Kagan Training when available. Provide training for all new staff	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$1000 (new teacher training for 2022-23)
	KCWP 2: Design & Deliver Instruction. All teachers will incorporate the common language and skills of the Thinking Strategies.	Continue the facilitation of Thinking Strategy Implementation in all classrooms. Math Teachers will also be working with the Deeper Learning initiative to further support Workshop Model Classroom in all math classes	Teachers and students utilizing common language in all content areas. Deeper Learning work ongoing through the 22-23 school year.	Ongoing – classroom walks and formal observations	Grant through KDE.

Goal 2 (State your science, social studies, and writing goal.): By 2023, Walton-Verona Middle School will increase percentage of students scoring proficient/distinguished in On-Demand Writing to 70%, Editing and Mechanics to 70%, Science to 46% and Social Studies to 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Professional Development and Learning: Through faculty meetings and PLCs, teachers will share, reflect, and continue to develop strategies for Workshop Model Classroom practice. Modeling by accomplished staff.	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
	KCWP 5: Design, Align and Deliver Support. Grade levels will continue to identify, using MAP and classroom data, students in need of additional support through Bearcat Extension, ESS, and RTI Process.	Use of Objective Data Ongoing use of MAP and classroom data to track student growth and progress. Place students in appropriate support/enrichment groups.	MAP Data RTI Progress Data Classroom Data Student Grades	RTI Meetings Team Meetings PLCs	$0
		Weekly Grade Level PLC	MAP Data, Grades, Classroom Data, Attendance, Behavior, Parent Contacts, Extra-curriculars	PLC Forms turned in to Administration regularly.	$0
Objective 3 By May 2023, 70% of Walton-Verona Middle School students will score proficient/distinguished in On-Demand Writing May 2019 = 64.6% Grade 8 = 64.2% Grade 5= 64.9%	KCWP 2: Design & Deliver Instruction. All teachers will incorporate collaborative learning strategies (Kagan Structures) into regular class instruction.	Continue the facilitation of Kagan Structures in classroom settings to support Workshop Model Classroom and collaborative learning among all students	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0

Goal 2 (State your science, social studies, and writing goal.): By 2023, Walton-Verona Middle School will increase percentage of students scoring proficient/distinguished in On-Demand Writing to 70%, Editing and Mechanics to 70%, Science to 46% and Social Studies to 45%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
May 2021 = 65.2% Grade 8 = 76.3% Grade 5 = 54.1% May 2022 = 65% Grade 8 = 74% Grade 5 = 56%					
		Professional Development and Learning: Continue to Provide Higher Level Kagan Training when available. Provide training for all new staff	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$1000 (new teacher training for 2022-23)
	KCWP 2: Design & Deliver Instruction. All teachers will incorporate the common language and skills of the Thinking Strategies.	Continue the facilitation of Thinking Strategy Implementation in all classrooms. Math Teachers will also be working with the Deeper Learning initiative to further support Workshop Model Classroom in all math classes	Teachers and students utilizing common language in all content areas. Deeper Learning work ongoing through the 22-23 school year.	Ongoing – classroom walks and formal observations	Grant through KDE.
		Professional Development and Learning: Through faculty meetings and PLCs, teachers will share, reflect, and continue to develop strategies for Workshop Model Classroom practice. Modeling by accomplished staff.	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
	KCWP 5: Design, Align and Deliver Support.	Use of Objective Data	MAP Data RTI Progress Data	RTI Meetings Team Meetings	$0

Goal 2 (State your science, social studies, and writing goal.): By 2023, Walton-Verona Middle School will increase percentage of students scoring proficient/distinguished in On-Demand Writing to 70%, Editing and Mechanics to 70%, Science to 46% and Social Studies to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Grade levels will continue to identify, using MAP and classroom data, students in need of additional support through Bearcat Extension, ESS, and RTI Process.	Ongoing use of MAP and classroom data to track student growth and progress. Place students in appropriate support/enrichment groups.	Classroom Data Student Grades	PLCs	
		Weekly Grade Level PLC	MAP Data, Grades, Classroom Data, Attendance, Behavior, Parent Contacts, Extra-curriculars	PLC Forms turned in to Administration regularly.	$0
Objective 4 By May 2023, 70% of Walton-Verona Middle School students will score proficient/distinguished in Editing & Mechanics May 2022 = 67% Grade 8 = 74% Grade 5 = 62%	KCWP 2: Design & Deliver Instruction. All teachers will incorporate collaborative learning strategies (Kagan Structures) into regular class instruction.	Continue the facilitation of Kagan Structures in classroom settings to support Workshop Model Classroom and collaborative learning among all students	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
		Professional Development and Learning: Continue to Provide Higher Level Kagan Training when available. Provide training for all new staff	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$1000 (new teacher training for 2022-23)
	KCWP 2: Design & Deliver Instruction. All teachers will incorporate the common language and	Continue the facilitation of Thinking Strategy Implementation in all classrooms.	Teachers and students utilizing common language in all content areas.	Ongoing – classroom walks and formal observations	Grant through KDE.

Goal 2 (State your science, social studies, and writing goal.): By 2023, Walton-Verona Middle School will increase percentage of students scoring proficient/distinguished in On-Demand Writing to 70%, Editing and Mechanics to 70%, Science to 46% and Social Studies to 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	skills of the Thinking Strategies.	Math Teachers will also be working with the Deeper Learning initiative to further support Workshop Model Classroom in all math classes	Deeper Learning work ongoing through the 22-23 school year.		
		Professional Development and Learning: Through faculty meetings and PLCs, teachers will share, reflect, and continue to develop strategies for Workshop Model Classroom practice. Modeling by accomplished staff.	Observation of classroom strategy implementation in 8 out of 10 classrooms.	Ongoing – classroom walks and formal observations	$0
	KCWP 5: Design, Align and Deliver Support. Grade levels will continue to identify, using MAP and classroom data, students in need of additional support through Bearcat Extension, ESS, and RTI Process.	Use of Objective Data Ongoing use of MAP and classroom data to track student growth and progress. Place students in appropriate support/enrichment groups.	MAP Data RTI Progress Data Classroom Data Student Grades	RTI Meetings Team Meetings PLCs	$0
		Weekly Grade Level PLC	MAP Data, Grades, Classroom Data, Attendance, Behavior, Parent Contacts, Extra-curriculars	PLC Forms turned in to Administration regularly.	$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).

Goal 3 (State your achievement gap goal.): By 2023, WVMS will increase the percentage of students with disabilities scoring Proficient/Distinguished in Reading to 30% and in Math to 25%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2023, 30% of Walton-Verona Middle School students will score proficient/distinguished in Reading. May 2019 = 22.6% May 2021 = 19.7% May 2022 = 20%	KCWP 2: Design and Deliver Instruction Teachers will improve strategies for specially designed instructional practices to meet the needs of students with disabilities in the ELA area.	Professional Development and Learning Train teachers, as needed, on co-teaching strategies for the collaborative classroom.	Observations of collaborative classrooms utilizing co-teaching strategies in 7 of 10 observed classrooms.	On-going – classroom walks, PLCs	$1000
		Professional Development and Learning Resource teachers reflect on practices and utilize ELA Specialist to improve instructional strategies utilized during resource times.	Observations of collaborative classrooms utilizing co-teaching strategies in 7 of 10 observed classrooms.	On-going – classroom walks, coaching, modeling	$1000
	KCWP 5: Establishing Learning Culture and Environment. Provide additional services to students and families in need through the WV Youth Service Center.	Review, Analyze, and Apply Data Progress monitor students ELA Skill on a regular basis for growth. (ex: FastBridge).	Progress Monitoring Data with measured growth on 8 of 10 opportunities.	On-going – no less than bi-weekly	$0
		Targeted Services provided by special education and regular education	Progress Monitoring of students with measured	On-going – weekly monitoring of services.	$0

Goal 3 (State your achievement gap goal.): By 2023, WVMS will increase the percentage of students with disabilities scoring Proficient/Distinguished in Reading to 30% and in Math to 25%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		teachers via Bearcat Extension and ESS Program	growth on 8 of 10 opportunities.		
		Provide basic needs such as food, clothing, and hygiene products to students/families in need	Progress monitoring of students to meet needs of 100% of students in need.	On-going- regular reports from YSC	YSC Grant
Objective 2 By May 2023, 25% of Walton-Verona Middle School students will score proficient/distinguished in Math.

May 2019 = 9% May 2021 = 13.8% May 2022 = 11% | KCWP 2: Design and Deliver Instruction Teachers will improve strategies for specially designed instructional practices to meet the needs of students with disabilities in the ELA area. | Professional Development and Learning Train teachers, as needed, on co-teaching strategies for the collaborative classroom. | Observations of collaborative classrooms utilizing co-teaching strategies in 7 of 10 observed classrooms. | On-going – classroom walks, PLCs | $1000 |
		Professional Development and Learning Resource teachers reflect on practices and utilize ELA Specialist to improve instructional strategies utilized during resource times.	Observations of collaborative classrooms utilizing co-teaching strategies in 7 of 10 observed classrooms.	On-going – classroom walks, coaching, modeling	$1000
	KCWP 5: Establishing Learning Culture and Environment. Provide additional services to students and families in need through the WV Youth Service Center.	Review, Analyze, and Apply Data Progress monitor students ELA Skill on a regular basis for growth. (ex: FastBridge).	Progress Monitoring Data with measured growth on 8 of 10 opportunities.	On-going – no less than bi-weekly	$0
		Targeted Services provided by special education and regular education teachers via Bearcat Extension and ESS Program	Progress Monitoring of students with measured growth on 8 of 10 opportunities.	On-going – weekly monitoring of services.	$0

Goal 3 (State your achievement gap goal.): By 2023, WVMS will increase the percentage of students with disabilities scoring Proficient/Distinguished in Reading to 30% and in Math to 25%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide basic needs such as food, clothing, and hygiene products to students/families in need	Progress monitoring of students to meet needs of 100% of students in need.	On-going- regular reports from YSC	YSC Grant

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2023, all English Learners will increase in reading by 5%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2023, all English Learners will increase in reading by 5%.	KCWP 2: Design and Deliver Instruction Utilize current EL best practice strategies in all sessions to increase reading ability.	Collaboration with local coop (NKCES).	Progress monitor individual student growth throughout the school year.	Research based strategies utilized in 100% of learning sessions	NKCES Cooperative Contract with WVISD

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2023, increase the percentage of students who feel "Bullying in not a problem" in our school by 10%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By 2023, increase the percentage of students who feel "Bullying is not a problem" in our school by 10%.	KCWP 2: Design & Deliver Instruction. Provide Anti-Bullying instruction to students.	SEL Program to incorporate education on what bullying is by definition to all students.	SEL Lesson Plans	Bullying Incidents confirmed via school discipline in Infinite Campus	$1500
		SEL Program to incorporate anti-bullying practices for all students.	SEL Lesson Plans	Bullying Incidents confirmed via school discipline in Infinite Campus	$1500
	KCWP 5: Design, Align and Deliver Support. Provide multiple ways for suspected bullying to be reported to school administration.	Stop Tip Line available on District Webpage.	Stop Tip Reports filed with district and school administration	Bullying Incidents confirmed via school discipline in Infinite Campus	$0
		School procedures for reporting bullying activity to school administration during the school day.	Class Talks with Admin, Code of Conduct, Parent Communications.	Bullying Incidents confirmed via school discipline in Infinite Campus	$0

8: Transition Readiness (Optional)

Goal 8 (State your separate goal.): By 2022, 100% of students transitioning from 5th grade to 6th grade and 8th grade to 9th grade will be individually placed into appropriate ELA and Math classes.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, Walton-Verona Middle School will share MAP, KPREP, and classroom data for 100% of students in order to be assigned to the appropriately leveled ELA class(es) for 9th grade year. May 2021 = 100% May 2022 = 100%	KCWP 5: Design, Align, and Deliver Support End-of-Year RTI meeting to share and discuss available data.	Develop and deploy year-end RTI process that allows for sharing and analysis of multiple points of student data to assist in appropriate student placement for ELA classes. Team includes 8th grade teachers, middle school principal, middle school counselor, middle school math specialist, middle school ELA specialist, middle school RTI teachers, high school principal, high school counselor, middle school special education teacher, high school special education teacher.	Student assignment into 9th grade ELA class(es)	WVMS Assessment Data Spreadsheet. May 2022-23 RTI meeting.	$6000
Objective 2 By May, 2023, Walton-Verona Middle School students transitioning from 5th grade to 6th grade will be placed in the best ability grouped ELA and Math class by MAP data points, classroom data, previous K-PREP data, and 5th grade teacher input. May 2021 = 100% May 2022 = 100%	KCWP 5: Design, Align, and Deliver Support End-of-Year RTI meeting to share and discuss available data.	Develop and deploy year-end RTI process that allows for sharing and analysis of multiple points of student data to assist in appropriate student placement for ELA classes. Team includes 8th grade teachers, middle school principal, middle school counselor, middle school math specialist, middle school ELA specialist, middle school RTI teachers, high school principal, high school counselor, middle school special education teacher, high school special education teacher.	Student assignment into 9th grade ELA class(es)	WVMS Assessment Data Spreadsheet. May 2022-23 RTI meeting.	$6000

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 and district leadership are working together to monitor and support best practices for co-teaching and resource instruction in all collaborative and resource settings. Observation in practice, coaching feedback, and any further training/support needed will be provided throughout the change process.

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:** For the 2021-22 school year we had a circumstance out of our control where we were short one certified special education teacher. While we were able to utilize a long-term sub to assist with co-teaching and resource services, there were not qualified to complete paperwork or oversee ARC meetings. This put additional stress on the other special education teachers to cover that paperwork and meetings which pulled them from the classroom. For the 2022-23 school year we are fully staffed.

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:** Over the past 7 years our special education population has grown considerably so changing the understanding and culture around the needs of students with disabilities has been a process. Over the past two plus years we have implemented a strategic plan to address co-teaching and resource instruction for all students with disabilities. With this being the 3rd year of implementation and being fully staffed, I expect to see significant gains in the achievement of students in this sub-group.

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:** The targeted sub-group is Students with Disabilities and we will be utilizing Co-teaching, Explicit Instruction, Direct Instruction, Reading Plus, and PLCs as our evidence-based practices to initiate change in achievement. This will be monitored via regular classroom visits with feedback, progress on MAP scores, classroom data, and data related to IEP goals for each individual student. Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Co-Teaching ☒	Gerlach, Susan M., "A Quantitative Study of Co-Teaching as an Instructional Model to Serve Elementary Students" (2017). Electronic Theses and Dissertations. 109.	☒
Explicit Direct Instruction	Coons, L., Bonelli, L., & Holt, P. M. (2016). *The impact of the EDI framework and inquiry-based learning strategies on student achievement in middle school* (Order No. 10182895). Available from ProQuest Dissertations & Theses Global. (1850989751). Retrieved from https://login.libsrv.wku.edu/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1850989751%3Faccountid%3D15150	☒
Direct Instruction ☒	Stockard, J., & Engelmann, K. (2010). The development of early academic success: The impact of Direct Instruction's Reading Mastery. *Journal of Behavior Assessment and Intervention in Children, 1*(1), 2-24. http://dx.doi.org/10.1037/h010035	☒
Reading Plus ☒	Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/ Communications, Inc.	☒
Professional Learning Communities (PLCs) ☒	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	☒