2019-20 Phase Three: Executive Summary for Schools_11142019_12:41

2019-20 Phase Three: Executive Summary for Schools

South Christian Elementary School
Cherise Brummer
12340 Herndon-oak Grove Rd.
Herndon, Kentucky, 42236
United States of America

Last Modified: 12/09/2019
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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

South Christian Elementary is located in a rural area of Christian County. Our population primarily consists of students from a military or rural background. South Christian has a current enrollment of 707 students including preschool. The mobility rate is 14%. Special education students make up 16.9%, and South Christian has 5.2% of English language learners. 100% of the certified teachers have a bachelor's degree, 73% have a master's degree and 33% have a Rank I. Three teachers are National Board Certified by the Kentucky Educational Professional Standards Board. The average years of teaching experience for our staff is 12 years. Many of our students are associated with the military. Nearly half of the military families are transitional families. Our educational program is designed to meet the needs of this transitional population with extensive formative testing to track progress of each student.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

South Christian's Moto is Believe, Achieve, Succeed. The Mission of the school is to create a safe, simulating environment in which each child is motivated to succeed. South Christian's Statement of Philosophy is as follows:We at South Christian School believe that each child should have the opportunity to develop to the fullest of his or her potential.We believe it is our task to equip the children with the knowledge, appreciation, and social skills necessary to live effectively in our society. We believe that in order for the child to acquire these attributes, our school must utilize all available resources. We believe that one such resource is the community. There should be close communication and cooperation between school and community. We believe that an atmosphere that is conducive to the development of creativity is essential. We believe that individuality must be maintained and climate created that will further develop the talents of each student.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

An analysis of the school's KPREP scores revealed areas in need of improvement. Closing the achievement gap will be a focus at South Christian. South Christian will need to continue their work on decreasing the non-duplicated African American and Special Education gap performance of students in the content areas of reading and math. The staff will continue to receive professional development on strategies to increase their knowledge of working with a diverse group of learners. Opportunities for growth will include strategies for working with students with the specific disabilities of autism, dyslexia, attention deficit disorder, visual and hearing impaired and other specialty areas. The staff leadership team will evaluate formative assessments that provide data to show growth for each student. The staff will receive professional development to learn about these measures and how to monitor the growth of each student at each grade level.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Not applicable to South Christian Elementary. South Christian is a 3 star ranked school.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Chess Club ranks 8th in the nationSTLP team participates in yearly regional and state completionsScheduling is structured so that Writing is taught every day at each grade levelSouth Christian implements interventions for all students at their point of needSouth Christian hosts monthly Lunch & Learn, Coffee & Conversations, and Family Academic Nights to encourage parent involvement

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Must Haves 19-20		•
🔗 School Website		•

2019-20 Phase One: Continuous Improvement Diagnostic for Schools_10012019_16:48

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

South Christian Elementary School
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Title I Annual Review Diagnostic

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Cherise Williams, October 1, 2019

2019-20 Phase Two: The Needs Assessment for Schools_10282019_15:33

2019-20 Phase Two: The Needs Assessment for Schools

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

South Christian implements professional learning community meeting weekly. Teachers spend 40 minutes per week discussing standards, identifying at risk students, discussing research based strategies, observing different classrooms with in the building, and analyzing student data in order to plan next steps. Teachers meet monthly to discuss at risk students for RTI intervention placement.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

South Christian is categorized as a 3 Star School with no targeted areas for support. However, African American and Special Education students continue to be a priority student group. All student groups are a priority in the areas of Reading and Math.Current Academic State:District Standards Assessment Fall 2019 (administered online for the first time)-ELA 3rd grade ~ school projected proficiency is 19.8 Math ~ 4.3ELA 4th grade ~ school projected proficiency is 23.2 Math ~ 2.6ELA 5th grade ~ school projected proficiency is 30.5 Math ~ 3.3ELA 6th grade ~ school projected proficiency is 40.7 Math ~ 11.8

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

South Christian is concerned with the achievement of African American students and Special Education students. AA students are not growing and moving to proficient and distinguished. There is very little change in the initial category over time. 2017- 18 data showed only 27% of AA students tested in math and 34% in reading were proficient or distinguished. However, the gap for Special Education students began to close. In 2016, SPED students scored 23.8% in Reading. In 2017, proficiency scores increased to 26%. In 2018, SPED proficiency scores decreased from 26% to 18% in Reading. In 2019, SPED proficiency scores increased from 18% to 22% in Reading. In 2016, SPED scored 14.3 % proficient/ distinguished in Math. In 2017, SPED scored 16% proficient/distinguished in Math. In 2018, SPED scored 11% proficient/ distinguished in Math. In 2019, SPED scored 12% proficient/distinguished in Math.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

South Christian analyzed data trends for African American students in reading and math.KPREP Data over timeReading ~ African Americans2015-16 ~ Novice 36%, Apprentice 26%, Proficient 27%, Distinguished 11% (81 AA students)2016-17~ Novice 44%, Apprentice 22%, Proficient 26%, Distinguished8% (100 AA students)2017-18 ~Novice 38%, Apprentice 28%, Proficient 28%, Distinguished 6% (86 AA students)2018-19~Novice 45%, Apprentice 24%, Proficient 25%, Distinguished 6% (87 AA students)KPREP Data over timeMath~ African Americans2015-16 ~ Novice 36%, Apprentice 39%, Proficient 21%, Distinguished 4% (81 AA students)2016-17 ~ Novice 36%, Apprentice 41%, Proficient 20%, Distinguished 3% (100 AA students)2017-18 ~ Novice 29%, Apprentice 44%, Proficient 20%, Distinguished 7% (86 AA students)2018-19 ~ Novice 37%, Apprentice 40%, Proficient 16%, Distinguished 7% (87 AA students)

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

South Christian will focus on Design and Deliver Assessment Literacy and Review, Analyze and Apply Data in order to produce the desired changes.South Christian teachers should provide effective targeted, penalty free practice for students, enable students to take responsibility for their own learning, and move from a grading culture to a learning culture.Teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.All students will be exposed to grade level instruction as well as strategic and intensive interventions in areas of needed improvement.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

South Christian has multiple strengths / Leverages. South Christian is committed to providing a high quality educational environment. We would like to share our "short list" of the awesome things that are happening at South Christian Elementary.• Chess Club ranks 8th in the nation• STLP team participates in yearly regional and state competitions• Academic Team scored 4th place in Governor's Cup Competition• 6th grade participates in Kentucky Youth Assembly and successfully debated bill on Capitol Hill• South Christian offers band to 6th graders, led by music teacher, Mrs. Boehman and Mr. Jones, band director of award-winningHHS marching band• Scheduling is structured so that Writing is taught every day at each grade level• Small Group instruction is in place to ensure all students receive individual attentionSouth Christian implements interventions for all students at their point of need• South Christian hosts monthly Lunch & Learn, Coffee & Conversations, and Family Academic Nights to encourageparent involvement• South Christian implements Student-Led Conferences biannually• South Christian is a military connected school and is supported by the 1-187 Infantry Rakkasans

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2019-20 Scorecard		•
▦ 3rd Tracking Document		•
▦ 4th Tracking Document		•
▦ 5th Tracking Document		•
▦ 6th Tracking Document		•
📄 PLC Cycle 19-20		•

2019-20 Phase Two: School Assurances_10302019_11:37

2019-20 Phase Two: School Assurances

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ● **Yes**
- ○ No
- ○ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- ○ No
- ○ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

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- **Yes**
- ○ No
- ○ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- ○ No
- ○ N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ● **Yes**
- ○ No
- ○ N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ● **Yes**
- ○ No
- ○ N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

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Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- **Yes**
- No
- N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ● **Yes**
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 District Parent Involvement Policy		•
📄 Sample Tutor Schedule		•
📄 School Compact		•
📄 Title 1 School-wide Parent Involvment Policy		•

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2019-20 Phase Three: Title I Annual Review Diagnostic_11262019_12:50

2019-20 Phase Three: Title I Annual Review Diagnostic

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

   1. Describe the effectiveness of your needs assessment process.

The Continuous Improvement Team for South Christian Elementary utilized the 5X Monitoring document to determine the needs of our school and students. We follow a protocol to review data to determine effectiveness of strategies implemented. Our CSIP team consists of the principal, assistant principal, curriculum specialist, academic coach, counselors, teachers, and parents. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. District and school leaders gather and organize data. This data is reviewed monthly at CLT meetings. This data is shared by schools with the district through a shared Google spreadsheet that is used for monitoring purposes. From reviewing current and past performance it was determined that students needed support in the area of Math and Reading to reach proficiency in grades 3-6. Data tracking documents includes data sources such as Reading Inventory, Math Inventory, Phonics Inventory, District Standards Assessment, F & P, Brigance, FRA (Foundational Reading Assessment) and IRead Screener. In addition, our improvement teams conducts disaggregated analysis by grade level, content area and by gap groups. Priority needs are in the area of African American students and Students with Disabilities. South Christian utilizes a progress monitoring system 5 times a year. The monitoring occurs at 45, 90, 135, and 180 days to determine academic progress. Title 1 funds at South Christian are used to hire tutors and staffing to work with targeted students to improve in the areas of Reading and Math. We were also able to purchase materials in order to support students who struggle. If not for this funding, students would not have access to tutors and resources to enhance their learning. We believe the needs assessment process is effective in determining student needs.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

The School Improvement Plan was implemented as it was intended. All academic goals related to reducing novice learners in reading and math pertain to school wide reform strategies. Title 1 funding is utilized to purchase resources and materials and acquire tutors to work 19 hours a week with small groups of at risk students. Strategies such as:*PLCS- teachers meeting weekly with their grade level team, curriculum specialist, instructional behavior coach, and administration to collaborate and apply concepts of High Impact Instruction. PLCS enable teachers to continually learn from one another* Data Analysis-naming students who are not meeting the standard level of proficiency are involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction *Technology-increasing rigor through technology by facilitating professional development on instructional strategies are provided to support learning *Goal Setting- use of goal setting for teachers to conference with their students to set achievement goals were selected to address goals based on research , evidence, and evaluation. Strategies and staffing decisions, professional development opportunities, and resources were proven to decrease number of novice students in Reading and Math specifically for 5 grade students in 2018-19.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

SCE used the Danielson Framework to observe teachers implementing these strategies shared during PLCS. SCE used the Danielson Framework to observe teachers implementing these strategies shared during PLCS. 100% of teachers scored Accomplished or Exemplary in the Instructional Domain.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

South Christian plans to facilitate the Plan, Do, Study, Act problem solving model to increase the effectiveness of the school wide program. Grade level teams are asked to create a Score Card that supports the goals of the school. The data collected on the score card is tracked and utilized to make future decisions.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Approximately, $2,500.00 is spent on parent involvement each year. Family Engagement Activities include: Coffee & Conversations Lunch & Learn ~ monthly Title 1 Annual Survey Family Academic Nights ~ 5 per year Sign in sheets are kept for documentation of all family outreach programs. An average of 75% of families at least one school function a month. South Christian provides to families a printed calendar outlining all school events by month. Call outs, flyers, and social media posts occur to inform and invite families to school. A parent sign in and a Family Event Evaluation occurs for each school event. Large attendance numbers suggests that more parents are aware and involved in their child's education. When analyzing data collected from each Family Event Parent Survey, an average of 98% of parents are highly satisfied with family events and programs and would not suggest changes. In addition, SCE works with parents and families to review and revise the Parent/School Compact each year. This compact describes shared responsibilities to improve student performance and achievement. An Annual 1 Title Meeting is held each fall during Open Houses. SCE works very closely with the Family Resource and Youth Service Center to support families in need.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

South Christian plans to enhance the specific parent education regarding instructional techniques to be used at home during each Family Academic Night. There will be opportunities for parents to visit a work station designed to inform the parent of best practices used to teach reading, math, and science. A teacher will available to demonstrate and provide written information to parents who are interested in supporting academics at home. Some work stations will be a Make and Take station so that parents have materials to take home and use with their child.

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ 5X Monitoring		•
⊞ Cumlative summary		•
📄 Daytime Waiver		•
📄 Family Event Calendar		•

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11222019_09:48

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

South Christian Elementary School
Cherise Brummer
12340 Herndon-oak Grove Rd.
Herndon, Kentucky, 42236
United States of America

Last Modified: 11/26/2019
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools
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 between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. 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. 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 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.*).

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

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
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan
There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

Comprehensive School Improvement Plan

ATTACHMENTS

Attachment Name

Comprehensive Improvement Plan 2019-20

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Comprehensive Improvement Plan 2019-20		•

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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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. 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. 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 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.*).

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

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
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:

- o For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- o For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).			determine whether the plan is working.	

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2022, 58 % of students will score proficient or above in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Quality Instruction: Teacher will become proficient at using researched based strategies to improve student achievement.	KCWP 2: Design and Deliver Instruction	Professional Learning / Professional Development- Academic Coach will collaborate with classroom teachers and model lessons in order to build capacity in best practices.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Goal 1 (State your proficiency goal.): By 2022, 58 % of students will score proficient or above in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase combined Reading and Math from 48.4% to 51.6% by 2020.		Goal Setting ~ Teachers will conference with their students to set achievement goals.	Incorporated in lesson plans and student led conferences artifacts	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Literacy Design Collaborative modules will be implemented throughout the year to integrate content, writing, and reading standards.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Plan, Do, Study, Act improvement model will be implemented	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Increased student growth on data tracking document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Goal 1 (State your proficiency goal.): By 2022, 58 % of students will score proficient or above in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deliver Standards	Assistant Principal of Curriculum, Academic Coach, and Principal will facilitate weekly PLC meetings to include weekly cycles that address KAS standards, engagement strategies, assessment, data collection, and analysis.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	PBIS ~ Teachers create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2022, a combined 54.9% of students will score proficient/distinguished in Science, Social Studies, and Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students scoring proficient or above from 29.9 to 31.9 in Science by 2020.	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Student completing Individual Learning Plans successfully	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Teacher applying successful strategies within their classroom	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	All parents will have at least 2 communication throughout the school year	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Goal 2 (State your separate academic indicator goal.): By 2022, a combined 54.9% of students will score proficient/distinguished in Science, Social Studies, and Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the number of students scoring proficient or above from 65.3% to 69.7% in Social Studies by 2020.	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Communication Logs RTI Parent Forms	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
Objective 3 Increase the number of students scoring proficient or above from 42.1% to 44.9% in Writing by 2020.	KCWP 1: Design and Deploy Standards	Creation of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Goal 2 (State your separate academic indicator goal.): By 2022, a combined 54.9% of students will score proficient/distinguished in Science, Social Studies, and Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Implementation and monitoring of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2022, 29.7% of non-duplicated gap students will score proficient in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify GAP students and monitor their progress towards proficiency using formative assessments. Combined Reading and Math increase from 27% to 27.9% by 2020.	KCWP3: Design and Deliver Assessment Literacy	Math Inventory / Reading Inventory – The teachers will learn how to use all the resources and reports from Math Inventory and Reading Inventory data to plan instruction for differentiation and to monitor growth.	Growth in Quantile and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Create formative and summative assessments that are aligned to the KAS standards.	Growth in Quantile and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 4: Review, Analyze and Apply Data	Develop and clearly defined RtI school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Goal 3 (State your achievement gap goal.): By 2022, 29.7% of non-duplicated gap students will score proficient in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC documents	Week 6 in the PLC cycle (Individual Teacher Data Chat)	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Student Led Conferences – Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.	Self –Regulation / Self - Assessment	Teacher observations and anecdotal notes	No Funding Required
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction of behavior referrals	Monthly Discipline Data	No Funding Required

4: Growth

Goal 4 (State your growth goal.): By 2022, 58% of students will score proficient or above in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify Novice students and monitor their progress using formative assessment. Increase combined reading and math proficiency from 48.4% to 51.6% by 2020.	KCWP 2: Design and Deliver Instruction	Math Inventory / Reading Inventory - The teachers will learn how to use all the resources and reports from Math Inventory and Reading Inventory data to plan instruction for differentiation and to monitor growth Response To Intervention - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction	Growth in Quantile and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Grant Funded
	KCWP 5: Design, Align and Deliver Support	Create formative and summative assessments that are aligned to the KAS standards.	Growth in Quantile and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Goal 4 (State your growth goal.): By 2022, 58% of students will score proficient or above in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	Develop and clearly defined RtI school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Growth in Quantile and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

5: Transition Readiness

Goal 5 (State your transition readiness goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:

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:

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? 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.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

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:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

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) 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 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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☑
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