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:
  - 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.

Explanations/Directions

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 (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	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 determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the proficiency in reading and math as measured by the ACT benchmark from 20% in 19-20 to 40% in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021 student proficiency rate will increase from 7% to 12% in math and 14% to 19% in reading. Note: The district will utilize the Otus management system to create additional trend data with the possible absence of K-PREP due to COVID-19. Otus will assist with disaggregating individual and subgroup data in the areas of engagement, growth, and proficiency. Data used will include K-PREP, ACT, NWEA Map, Naiku, Achieve 3000, CERT, Terrace Metrics	KCWP1: Design and Deploy Standards - What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity? Guaranteed Viable Curriculum- What do we want students to learn and be able to do? What is the assurance the curriculum is valid (e.g. aligned to standards, components that support the instruction and assessment, paced with accuracy.) _____	Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principal will conduct 3 informal walkthroughs daily (including virtual drop-ins for distance learning classes) using an electronic platform to provide feedback to teachers and analyze data for instructional trends.	Walk through feedback, documentation of improved questioning, improved test questions in Unit Plans and Unit Test	February 2021, April 2021	NA
		Contextual/Authentic Learning Experiences- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments. Focus is on connecting the content to individual career pathways.	Professional learning agendas and sign in sheets;	January 2021, March 2021	NA
	KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? How do we engage learners in the ways that they learn best?	Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	Instructional Coaches will provide support in topics listed.	Minimum of every two months. Individual support as needed	NA

Goal 1 (State your proficiency goal.): Increase the proficiency in reading and math as measured by the ACT benchmark from 20% in 19-20 to 40% in 2023.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP3: Design and Deliver Assessment Literacy - What type of feedback is given to students on their progression of learning? How do teachers monitor and evaluate the use of	Progress Monitoring- Develop a progress monitoring system to monitor standards mastery for each student. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction. Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	Central office will work with school administration to develop a progress monitoring system. Monitoring of reporting by CO and designated school administration. Instructional coaches will work with content teachers to ensure rigorous and aligned assessments	Monthly	
		PLC Processes- PLC processes using the Evidence-Inference-Activate model will be utilized to create highly focused/highly functioning PLCs. Teachers will all receive professional learning to clarify this model and to become knowledgeable with the success criteria. Teachers will continue to focus on, receive feedback regarding, and learn new strategies to improve formative assessment.	PLC groups meet a minimum of twice per month focusing on student's achievement.	August 2020 –May 2021. PLC notes	NA
	KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are	Multi-tiered systems of supports for academic and behavior interventions. Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Full time Math, Social Studies, ECE teacher One on One instruction and support.	Bi monthly monitoring of progress by school administration.	Board

taking place to meet the needs of all students?					
		CERT Interim Assessment will be provided for all 10th and 11th grade students. Students will take 3 interim assessments throughout the year. Students will complete CERT review throughout the year.	Measure of student's success throughout the year. Measure of CERT review completed.	November 2020 February 2021 April 2021	Board

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023, 25% of students will reach proficiency in science and 20% of students will reach proficiency in writing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By May 2021 student proficiency rates will increase by the following: Science: 17% to 23% Writing: No Data due to COVID-19	KCWP1: Design and Deploy Standards - What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity? Guaranteed Viable Curriculum- What do we want students to learn and be able to do? What is the assurance the curriculum is valid (e.g. aligned to standards, components that support the instruction and assessment, paced with accuracy.)	Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using an electronic platform to provide feedback to teachers and analyze data for instructional trends.	Walk through feedback, documentation of improved questioning, improved test questions in Unit Plans and Unit Test	November 2020, December 2020, February 2021, April 2021	NA
		Contextual/Authentic Learning Experiences- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments.	Teachers will work in conjunction with GRREC and receive Framework of Poverty Training focusing on reading strategies.	March 2021	Board

Goal 2 (State your separate academic indicator goal.): By 2023, 25% of students will reach proficiency in science and 20% of students will reach proficiency in writing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? How do we engage learners in the ways that they learn best?	Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Teacher Clarity)	Instructional Coaches will provide support in topics listed.	Minimum of every two months. Individual support as needed	Board
	KCWP3: Design and Deliver Assessment Literacy - What type of feedback is given to students on their progression of learning? How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? What does the data tell us? and not tell us?	Progress Monitoring- Develop a progress monitoring system to monitor standards mastery for each student. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction. Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	Central office will work with school administration to develop a progress monitoring system. Monitoring of reporting by CO and designated school administration. Instructional coaches will work with content teachers to ensure rigorous and aligned assessments.	Monthly	Board
		PLC Processes- PLC processes using the Evidence-Inference-Activate model will be utilized to create highly focused/highly functioning PLCs. Teachers will all receive professional learning to clarify this model and to become knowledgeable with the success criteria. Teachers will continue to focus on, receive feedback regarding, and learn new strategies to improve formative assessment.	PLC groups meet a minimum of twice per month focusing on student's achievement.	August 2020–May 2021. PLC notes	

Goal 2 (State your separate academic indicator goal.): By 2023, 25% of students will reach proficiency in science and 20% of students will reach proficiency in writing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	CERT Interim Assessment will be provided for all 10th and 11th grade students. Students will take 3 interim assessments throughout the year. Students will complete CERT review throughout the year.	Measure of student's success throughout the year. Measure of CERT review completed.	November 2020 January 2021 March 2021	District funds

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2023, 20% of students identified in each individual GAP subgroup will reach proficiency in reading and math.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2021 student proficiency rate will increase from 7% to 12% in math and 14% to 19% in reading.	KC WP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Evidence-based instructional strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity, Novice Reduction strategies, Achieve3000)	Mentoring students in gap population with school staff. Based on Gap and Novice Reduction	Monthly updates	NA

Goal 3 (State your achievement gap goal.): By 2023, 20% of students identified in each individual GAP subgroup will reach proficiency in reading and math.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Achieve 3000 - Students with disabilities will receive additional instruction using the program evidence based program Achieve3000 to accelerate literacy and achieve lifelong success.	Results and data from Dec 2020- to May 2021	Monthly	District ECE funds
Objective 2 By May, 2021 student proficiency rates in each subgroup Note: The district will utilize the Otus management system to create additional trend data with the possible absence of K-PREP due to COVID-19. Otus will assist with disaggregating individual and subgroup data in the areas of engagement, growth, and proficiency. Data used will include K-PREP, ACT, NWEA Map, Naiku, Achieve 3000, CERT, Terrace Metrics		ECE Teachers Training for IEP completion and ARC Chair Work. Provide support to ECE teachers with training on working with ECE students.			
		Professional Learning Community for ECE teachers within the building, not only at the district level. Regular, scheduled meetings to review student data and discuss progress. ECE teacher will be provided training in IEP completion and Progress monitoring.	PLC minutes Progress Monitoring	Monthly Various times throughout the year	CKEC
		General Education and Special Education will use multiple methods to gather data for students with disabilities. Students' prior knowledge will be used to address misconceptions. Teachers will provide regular and timely feedback to students and allow students to use feedback to improve their work before grade is assigned. Students will be involved in self-assessment towards goals.	Student self-reflection and self-monitoring. Teacher work samples	Ongoing	NA

4: Growth

Goal 4 (State your growth goal.): Student proficiency rates will show growth in each subgroup in each core content area.						

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, student proficiency rates will increase by 2 students in each core content area. The numbers in the chart represent the number of students who took the ACT in that subgroup for high school and reached proficiency. |	AfAm	IEP	F/R | |HS| R:0 | R:1 | R:4 | | | M:0 | M:0 | M:2 | | | SC:0 | SC:1 | SC:4 | | | WR: NA | WR:NA | WR: NA |	KC WP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students	Outreach activities-Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Staff work with 20 at risk students identified gap, novice and/or SE All Marvel students are divided amongst staff members.		

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2023, 75% of students will reach transition measures based on state guidelines.						

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021 students will progress from 69.3 to 70.5 as measured by state guidelines.	KCWP 5: Design, Align and Deliver Support Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Identify curricular modification needs	Profile of a graduate - Further develop and refine process used to make connections with the content and 21st century skills, (communication, creativity, commitment, collaboration, content, critical thinking) required of graduates. School district personnel	Students and staff focus us of the ILP Faculty and staff will work and define profile of a graduate. They will meet a minimum of quarterly to discuss	Reviewed quarterly	N/A

Goal 5 (State your transition readiness goal.): By 2023, 75% of students will reach transition measures based on state guidelines.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified. Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	will engage in professional learning in the areas of redefining readiness, the changing nature of work, acceleration of technology, core social emotional skills.	the work that is being completed and how progress is being made. My Shield App		
	KCWP 6: Establishing Learning Culture and Environment Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom	College Readiness/transition readiness- CERT testing, ILP work, and intentional scheduling with early exposure to Area Technology Center, Technical Schools to create a purposeful vertical approach to transition readiness. Research Academy Feature and 10th Grade ILP completion, CERT interim assessments, Scheduling meetings 1th Grade ILP, College campus visits, CERT interim assessments, Scheduling DC meetings. 10th and 11th grade, One-on-one meeting with counselor to discuss scheduling with a focus on career pathway completion 12th grade, Meetings with College Coach, ILP work, Campus visits, CERT (if requested)	Improvement on CERT assessments, ILP completion. FASFA Completion KCC	Monthly checks by staff and administration	CO Funding CERT test

Goal 5 (State your transition readiness goal.): By 2023, 75% of students will reach transition measures based on state guidelines.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		FASFA Support nights and week Promoting a post-secondary going culture			
		Turnaround Leadership Development- Regular and special education students will benefit from leadership development of performance based learning, personalized learning, career pathways, and student based enterprise as a means to reach transition readiness. School leadership will research, visit and observe successful models, and meet as a professional learning community within the district to plan and implement.	Master Schedule, Virtual Learning, Opportunities available to students, Blended and Project Based Learning	Ongoing	N/A

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By 2023, graduation rate will increase from 92.8 to 98%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May of 2020 graduation rate will increase from 96.3% to 97% Note: Data taken from home-school (MCHS)	KCWP 5: Design, Align and Deliver Support What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? What data points inform modification to	Personalized Learning Supports-personalized learning for credit recovery through alternative delivery options (i.e. blended & virtual learning experiences) Accelerated Learning Opportunities-continuous improvement efforts with rigorous and authentic coursework (Dual Credit opportunities, Virtual and face-to-	Students being offered the option of virtual school to increase graduation rate and customize individual learning.	Weekly monitoring, monthly monitoring and reports to track progress and student achievement.	NA

	Goal 6 (State your graduation rate goal.): By 2023, graduation rate will increase from 92.8 to 98%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**		**Funding**
	curriculum and instructional practices? How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?	face off-campus college courses, Advanced Placement, Schools to Work opportunities, and project-based learning experiences)				
		Attendance Review Meetings- With the use of the Persistence to Graduate tool, attendance review meetings held with at risk students who are not completing coursework to develop action plans. Parent contact is attempted to try to reach the needs of students who are not completing work.. Home visit will be completed on individuals who are not working in their classes.	Meetings held weekly by school administration and attendance staff. Parent and student face to face meetings held on an as needed basis. IC communication Tab or on student contact form.	Minimum of twice per month Some completed weekly.		NA
	KCWP 6: Establishing Learning Culture and Environment: What supports are currently in place to assist students in decision making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students	Student Empowerment- Continuation of professional learning in student leadership, agency, and empowerment throughout the district to move toward students being the drivers of their learning and behavior. Inclusion of group sessions for parent engagement in current issues affecting school climates such as bullying, social media awareness, school safety, etc.	Mentoring students in gap population with school staff. Based on Gap and Novice Reduction Note: Students and Parents may participate in functions held at their home-school.	Weekly		NA

Goal 6 (State your graduation rate goal.): By 2023, graduation rate will increase from 92.8 to 98%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	in order to address barriers to learning?	Student Relationships- Focus placed on recognizing positive student performance, FRYSC supports for students and staff, student accesses to on site HOPE counselor and nurse, student mentoring program for grade 10-12, additional club day times and offerings. All of these things were designed and/or added to build positive student and staff relationships and encourage student participation and involvement while in school.	Data collected on number of students receiving supports, parent contacts and meetings. Number of clubs offered and number of students participating in clubs.

Note: Students in the non-traditional setting may participate in home-school clubs and activities. | Monthly | NA |
| | KCWP 4: Review, Analyze and Apply Data
How do students know where they are in their own progression of learning? What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? What processes are in place to ensure students have a voice in the monitoring/evaluation of classroom improvement cycles? | Student Focus Groups- The use of student voice feedback through focus groups to gather data for improved school climate. Collaboration with administrators, counselors, FRYSC, other school professionals, families, and outside agencies to implement MTSS. | Check and connect by staff

Surveys | Weekly

2 times per year | NA |
| | | | | | |

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.	☒
		☐
		☐
		☐
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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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