Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2027, the percentage of students proficient in reading will increase from 40% to 60% at Marion County Middle School. By 2027, the percentage of students proficient in math will increase from 34% to 60% at Marion County Middle School.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, student proficiency rates for reading will be 44%.	KCWP 1: Design and Deploy Standards	Standards Deconstruction - Teachers will deconstruct standards during summer PD and throughout the school year during PLC meetings.	Revised common assessments based on deconstructed standards.	Digital document kept with ongoing deconstructed standards PLC agendas	General Fund
	KCWP 2: Design and Deliver Instruction	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	Standards mastery on formative and summative assessments	Walk through data Lesson Plan Checks	General Fund
		iReady personalized instruction – Each student will be assigned an individualized pathway based on the iReady diagnostic results. An expectation will be set for students to complete and pass 15 reading lessons per quarter. Students will be recognized for their achievements.	Quarterly iReady data analysis iReady Diagnostic Growth	iReady data	General Fund
		School/Classroom Visits – ELA teachers will visit North Washington Elementary School and Boyle County Middle School on the October 10 workday. Teachers will also make monthly visits to other classrooms in the	New strategies added to lesson plans	Google Form completed for classroom visits Staff reflection on school visits	General Fund

Goal 1 (State your reading and math goal.): By 2027, the percentage of students proficient in reading will increase from 40% to 60% at Marion County Middle School. By 2027, the percentage of students proficient in math will increase from 34% to 60% at Marion County Middle School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		building to add to their repertoire of instructional strategies.			
	KCWP 3: Design and Deliver Assessment Literacy	Balanced Assessment – Teachers will use a system of formative and summative assessment to determine next steps for instruction. Formative assessments will be documented in lesson plans daily and data will be analyzed weekly using the subgroups analysis document.	Standards mastery documented in IC	Lesson Plan Checks Walk through data OTUS data Subgroup analysis document	General Fund
	KCWP 4: Review, Analyze and Apply Data	Data Analysis – In biweekly PLC meetings, teachers will analyze formative and summative assessment data and determine next steps for instruction.	Revisions made on weekly lesson plan documents reflecting reteaching strategies used	PLC agendas Subgroup analysis document	General Fund
	KCWP 5: Design, Align and Deliver Support	Interventions – Reading interventions will be provided during WIN time. Tier 3 services provided by the reading interventionist. Tier 2 services provided by the ELA teachers. Groups will be adjusted after each administration of the iReady diagnostic.	iReady diagnostic growth Aims Web probe data used for RTI	PLC agendas iReady data	Title 1
		Resources – iReady phonics workbooks were purchased for the reading interventionist to use with our lowest readers in Tier 3 reading interventions.	iReady diagnostic growth Aims Web probe data used for RTI	Walk through data	Title 1

Goal 1 (State your reading and math goal.): By 2027, the percentage of students proficient in reading will increase from 40% to 60% at Marion County Middle School. By 2027, the percentage of students proficient in math will increase from 34% to 60% at Marion County Middle School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Extended School – Teachers may refer students for after school extended school services offered on Monday and Wednesday with bus transportation provided.	Standards mastery on formative and summative assessments	ESS rosters Failure report	ESS
Objective 2 By May 2023, student proficiency rates for math will be 39%.	KCWP 1: Design and Deploy Standards	Standards Deconstruction - Teachers will deconstruct standards during summer PD and throughout the school year during PLC meetings.	Revised common assessments based on deconstructed standards.	Digital document kept with ongoing deconstructed standards PLC agendas	General Fund
	KCWP 2: Design and Deliver Instruction	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	Standards mastery on formative and summative assessments	Walk through data Lesson Plan Checks	General Fund
		iReady personalized instruction – Each student will be assigned an individualized pathway based on the iReady diagnostic results. An expectation will be set for students to complete and pass 15 math lessons per quarter. Students will be recognized for their achievements.	Quarterly iReady data analysis iReady Diagnostic Growth	iReady data	General Fund
		School/Classroom Visits – Math teachers will visit North Washington Elementary School on the October 10 workday. Teachers will also make monthly visits to other classrooms in the building to	New strategies added to lesson plans	Google Form completed for classroom visits Staff reflection on school visits	General Fund

Goal 1 (State your reading and math goal.): By 2027, the percentage of students proficient in reading will increase from 40% to 60% at Marion County Middle School. By 2027, the percentage of students proficient in math will increase from 34% to 60% at Marion County Middle School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		add to their repertoire of instructional strategies.			
	KCWP 3: Design and Deliver Assessment Literacy	Balanced Assessment – Teachers will use a system of formative and summative assessment to determine next steps for instruction. Teachers will be exposed to a variety of types of formative assessment strategies through PLC and faculty meetings, including card sorts and white boards. Formative assessments will be documented in lesson plans daily and data will be analyzed weekly using the subgroups analysis document.	Standards mastery documented in IC	Lesson Plan Checks Walk through data OTUS data Subgroup analysis document	Title 1
		Live Scoring – All math students will complete a minimum of 2 Extended Response questions with feedback from the teacher, instructional coach or principal.	Live Scoring Data	Schedule of Live scoring Live Scoring Prompts/Rubrics	General Fund
	KCWP 4: Review, Analyze and Apply Data	Data Analysis – In biweekly PLC meetings, teachers will analyze formative and summative assessment data and determine next steps for instruction.	Revisions made on weekly lesson plan documents reflecting reteaching strategies used	PLC agendas Subgroup analysis document	General Fund
	KCWP 5: Design, Align and Deliver Support	Interventions – Math interventions will be provided during WIN time. Tier 2 and 3 services will be provided by the math teacher with assistance from an instructional assistant. Groups will be adjusted	iReady diagnostic growth Aims Web probe data used for RTI	PLC agendas iReady data	General Fund

Goal 1 (State your reading and math goal.): By 2027, the percentage of students proficient in reading will increase from 40% to 60% at Marion County Middle School. By 2027, the percentage of students proficient in math will increase from 34% to 60% at Marion County Middle School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		after each administration of the iReady diagnostic.			
		Extended School – Teachers may refer students for after school extended school services offered on Monday and Wednesday with bus transportation provided.	Standards mastery on formative and summative assessments	ESS rosters Failure report	ESS
		Advanced Math Courses – An advanced math track is offered for students showing mastery of content standards based on iReady assessment and teacher recommendation. These courses have been developed to accelerate students through the grade level standards and begin on standards for the next grade level.	Students referred for Algebra I in 8th grade	Curriculum maps Lesson Plans	General Fund

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

Goal 2 (State your science, social studies, and writing goal.): By 2027, the percentage of students proficient in science will increase from 16% to 30% at Marion County Middle School.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, student proficiency rates for science will be 19%.	KCWP 1: Design and Deploy Standards	Standards Deconstruction - Teachers will deconstruct standards during summer PD and throughout the school year during PLC meetings.	Revised common assessments based on deconstructed standards.	Digital document kept with ongoing deconstructed standards PLC agendas	General Fund
		District Support – Teachers will receive support from the district gap closure science specialist with deconstructing standards and writing learning targets.	Development of formative assessments.	Digital document kept with ongoing deconstructed standards Learning targets posted and on lesson plans	General Fund
	KCWP 2: Design and Deliver Instruction	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	Standards mastery on formative and summative assessments	Walk through data Lesson Plan Checks	General Fund
		Resources – Open Sci Ed kits were purchased for 6th and 7th grade science teachers to provide for phenomenon based instruction.	Standards mastery on formative and summative assessments	Walk through data Lesson Plan Checks	ESSER Section 6
		School/Classroom Visits – Science teachers will visit Boyle County Middle School on the October 10 workday. Teachers will also make monthly visits to other classrooms in the building to add to their repertoire of instructional strategies.	New strategies added to lesson plans	Google Form completed for classroom visits Staff reflection on school visits	General Fund

Goal 2 (State your science, social studies, and writing goal.): By 2027, the percentage of students proficient in science will increase from 16% to 30% at Marion County Middle School.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 3: Design and Deliver Assessment Literacy	Balanced Assessment – Teachers will use a system of formative and summative assessment to determine next steps for instruction	Standards mastery documented in IC	Lesson Plan Checks Walk through data OTUS data	General Fund
		Formative Assessments – Teachers will develop formative assessments with assistance from the instructional coach and the district gap closure science specialist that align to learning targets. Formative assessments will be documented in lesson plans daily and data will be analyzed weekly using the subgroups analysis document.	Formative assessment data	Lesson Plan Checks PLC agendas	General Fund
	KCWP 4: Review, Analyze and Apply Data	Data Analysis – In biweekly PLC meetings, teachers will analyze formative and summative assessment data and determine next steps for instruction.	Revisions made on weekly lesson plan documents reflecting reteaching strategies used	PLC agendas Subgroup analysis document	General Fund
	KCWP 5: Design, Align and Deliver Support	ECE Collaboration – ECE teacher schedules have been revised to allow for collaboration in science classrooms with clusters of ECE students.	Standards mastery for ECE students documented in IC	Master schedule	General Fund
		Extended School – Teachers may refer students for after school extended school services offered on Monday and Wednesday with bus transportation provided.	Standards mastery on formative and summative assessments	ESS rosters Failure report	ESS

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, the percentage of EL plus monitored students that score proficient in reading will increase from 6% to 10% and increase from 20% to 25% of EL proficient in math.	KCWP 5: Design, Align and Deliver Support	EL PD Day – Teachers participated in a 3 hour PD focused around supports for EL students. Mini sessions included resources, strategies, etc.	Common assessment data for the EL subgroup	Walk through data	General Fund
		Microsoft translator – Teachers received training on how to use the Microsoft translator app to communicate with students and families. This can be used to provide a live, translated transcription for students in the classroom.	Common assessment data for the EL subgroup	Walk through data	N/A
		SIPPS – Program has been purchased by the district to be used with older non-reader students. The program will be implemented by EL and migrant staff.	Common assessment data for the EL subgroup	EL/migrant staff schedules SIPPS data	ESSER
	KCWP 4: Review, Analyze and Apply Data	PLC Data Analysis Subgroup Sheet – The district has developed a subgroup analysis sheet for teachers to analyze formative assessment data specifically looking at subgroups.	Formative assessment data for the EL subgroup	PLC agendas	General Fund

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By May 2023, 15% of disability students will score proficient in reading and 15% of disability students will score proficient in math.	KCWP 5: Design, Align and Deliver Support	ECE teachers visit Pulaski county – ECE teachers will visit Pulaski County High School (a KDE hub school) to observe their coteaching model.	Common assessment data for the Disability subgroup	Walk through data Master schedule indicating coteaching	General Fund
		Headphones – Headphones were purchased for disability students to use in order to access the online reader feature of the chromebook in order to prepare for KSA.	Common assessment data for the Disability subgroup	Walk through data	Title 1
		Coteaching – The master schedule was revised to allow for coteaching in 7th grade science classes.	Common assessment data for the Disability subgroup	Master schedule	General Fund
	KCWP 4: Review, Analyze and Apply Data	PLC Data Analysis Subgroup Sheet – The district has developed a subgroup analysis sheet for teachers to analyze formative assessment data specifically looking at subgroups.	Formative assessment data for the Disability subgroup	PLC agendas	General Fund
		ECE Progress Monitoring – ECE staff will be responsible for monitoring IEP goals.	Progress monitoring data	Results shared in ARC meetings	General Fund

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, 30% of English Learner students at Marion County Middle School will score 60 or greater on the growth table for the ACCESS test.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2023, 18% of English Learner students at Marion County Middle School will score 60 or greater on the growth table for the ACCESS test.	KCWP 5: Design, Align and Deliver Support	EL PD Day – Teachers participated in a 3 hour PD focused around supports for EL students. Mini sessions included resources, strategies, etc.	Common assessment data for the EL subgroup	Walk through data	General Fund
		Microsoft translator – Teachers received training on how to use the Microsoft translator app to communicate with students and families. This can be used to provide a live, translated transcription for students in the classroom.	Common assessment data for the EL subgroup	Walk through data	N/A
		SIPPS – Program has been purchased by the district to be used with older non-reader students. The program will be implemented by EL and migrant staff.	Common assessment data for the EL subgroup	EL/migrant staff schedules SIPPS data	ESSER
	KCWP 4: Review, Analyze and Apply Data	PLC Data Analysis Subgroup Sheet – The district has developed a subgroup analysis sheet for teachers to analyze formative assessment data specifically looking at subgroups.	Formative assessment data for the EL subgroup	PLC agendas	General Fund

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2027, the indicator score for Quality of School Climate and Safety will be 80 at Marion County Middle School.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2023, the indicator score for Quality of School Climate and Safety will be 71.	KCWP 5: Design, Align and Deliver Support	PASS SEL Screener – The PASS SEL Screener will be administered to students twice during the 22-23 school year. Data from this screener will guide the guidance counselor and behavior interventionist in setting up small groups to provide emotional and behavioral interventions.	Behavioral data – IC referrals, rate and relate, etc.	PASS Data Schedule of intervention groups	Title IV
	KCWP 6: Establishing Learning Culture and Environment	Shield Shop – A school store has been created in which students can redeem the reward bucks they receive from teachers for positive behaviors.	Behavioral data – IC referrals, rate and relate, etc.	Walk through data Shield Shop schedule	School Activity Fund PTO donations
		KAAC Audit – MCMS participated in a School Safety Audit completed by the Kentucky Center for School Safety. This audit included observations, interviews and surveys in the areas of safety, morale, student services, communication, supervision, etc.	Safe School Assessment Report	SBDM minutes Faculty Meeting Agenda	N/A
		House System – A house system has been developed with 2 houses per grade level. House teachers meet once per month after school to discuss grades, behavior, etc for students in their house.	IC data – academic and behavior	House Meeting schedule House Meeting minutes Communication logs	N/A

Goal 5 (State your climate and safety goal.): By 2027, the indicator score for Quality of School Climate and Safety will be 80 at Marion County Middle School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Parent Engagement Activities – An open house, parent teacher conferences and other Title 1 parent engagement activities are held throughout the year.	Parent Engagement survey results	Parent Engagement sign in sheets	Title 1
		Parent Communication – A weekly parent newsletter will be shared with parents through email and social media. All communications with parents will be logged in IC.	Parent Engagement survey results	Weekly social media posts IC Communication tab	N/A
		6th grade camp – A half day sixth grade camp was held as a transition activity. Teachers went over expectations with students and they were able to practice their schedule.	6th grade academic and behavioral data	6th grade camp sign in sheet	General Fund
		Student Conduct – The discipline matrix was revised and approved by SBDM to make it more streamlined. Teachers reviewed the discipline matrix with students in the first week of school. Copies were sent home to be signed by parents.	IC behavior referral data	First week plans shared with teachers Signed forms	N/A
		Attendance – MCMS will work with students and families to encourage good attendance and to limit chronic absenteeism. Attendance meetings will be held with families of students with over 3 unexcused	Attendance rates	Attendance call and meetings documented in IC	General Fund

Goal 5 (State your climate and safety goal.): By 2027, the indicator score for Quality of School Climate and Safety will be 80 at Marion County Middle School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		absences. We will explore the truancy diversion program with the Court Designated Worker.			
		Student Recognition – A student of the month will be recognized from each house. Top iReady students will be recognized weekly from each house.	QSCS survey results	Social media	N/A
	KCWP 2: Design and Deliver Instruction	SEL Lessons – The school counselor creates and shares SEL lessons with teachers through a Google Classroom. These lessons are completed during WIN each Monday.	Behavioral data – IC referrals, rate and relate, etc.	Google Classrooms	General Fund

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (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) including Additional Targeted Support and Improvement (ATSI) Schools

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:** MCMS is under the leadership of a new principal and assistant principal for the 22-23 school year. Both of these new administrators work closely with district leadership including the superintendent, assistant superintendent, instructional supervisors and director of student services to ensure that the needs of all students in the building are being met. The principal and AP participate in district leadership meetings. The principal attended the School Improvement Planning for Performance Excellence offered by KDE for TSI schools.
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:** SBDM reviews the budgets and master schedule to analyze the allocation of resources. An inequity that was identified was lack of coteaching between ECE and regular education teachers in the area of science. Changes were made in the master schedule to allow for this to happen 3 periods of the day. WIN has been built into the master schedule to allow a period for all students to receive needed interventions.
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:** A subgroup data analysis protocol has been implemented. Teachers document data once per week using formative assessments and then analyze this data in biweekly PLC meetings. OTUS is used to analyze subgroup data on common assessments.
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:**   Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Establishing the Learning Environment	*Evidence-based instructional practices (ebips)*. KYstandards. (2022, April 23). Retrieved November 25, 2022, from https://kystandards.org/standards-resources/pl-mods/evidence-based-instructional-practices-ebips/	☐
Clarifying and Sharing Learning Goals	*Evidence-based instructional practices (ebips)*. KYstandards. (2022, April 23). Retrieved November 25, 2022, from https://kystandards.org/standards-resources/pl-mods/evidence-based-instructional-practices-ebips/	☐
Explicit Teaching and Modeling	*Evidence-based instructional practices (ebips)*. KYstandards. (2022, April 23). Retrieved November 25, 2022, from https://kystandards.org/standards-resources/pl-mods/evidence-based-instructional-practices-ebips/	☐
SIPPS	SEG Measurement. (2022). *Evaluating the effects of the SIPPS program.* Newtown, PA: Author.	☐
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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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide 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   **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:**

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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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