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

- o Postsecondary Readiness
- o 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.): Allen County-Scottsville High School **will increase the averaged combined reading and math scores from 60.6 to 70.6 by May of 2023,** according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Continue to learn as a teaching professional to create and identify a defined curriculum for reading and math objectives, activities, and assessments that are congruent with all standards in each area.	KCWP 1: Design and Deploy Standards	Teachers will continue work with standards, vertical alignment, and unit planning in the content areas of math and reading	Lesson plan data, lesson study data, observation data	Ongoing: PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals	$0
		Teachers will implement CER for writing arguments with the adoption of a school-wide, student-friendly rubric	Single column rubric that reflects CER for informal writing, adapted for each content area.	By May of 2023: ELA Coach and principals	$0
	KCWP 2: Design and Deliver Instruction	Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms. (Kagan Engagement Strategies, Desmos, Math in Practice, Structured Literacy, and PBL)	Teaching strategies data, Fast Bridge data, Google survey data, KSA data	Monthly: Principal walk-throughs, district implementation and impact checks	Title funds, RLI funds IAL funds
		Teachers will have training in Reading/ELA: ACSHS: teaching reading across disciplines	Sign-in sheets will serve as evidence of attendance.	Daily observations by principals and coaches; walk-thru data, coaching data, and observation data	Title funds, IAL funds, ESSER funds
		Teachers will learn new instructional strategies and PBL training to expand their knowledge and	Teaching strategies data, Fast Bridge data,	Weekly: Principal walk-throughs	MAF grant, Title funds, ESSER funds

		understanding of creating student-centered environments and opportunities for deeper learning.	Google survey data, KSA data		
		Teachers will be trained in teaching mathematics conceptually and Standards for Mathematical Practices	Attendance, reflections, classroom observations	Ongoing: Instructional coaches and principals will provide feedback during observations, PLCs, and planning	MAF grant, ESSER funds
	KCWP 5: Design, Align and Deliver Support	Teachers will participate in personalized learning options that will be available synchronously or asynchronously about high-impact, evidence-based strategies through: • Book studies • External PDs • Learning Labs • Visits to successful schools Asynchronous PD will be available on the internal PD site.	Teachers report, lead, and share learning with others in PLCs and staff meetings.	Ongoing: A number of participants in School-mandated PD, and number of participants taking electives throughout the year. Reflection of learning and observation data	Title funds, ESSER funds
Objective 2: Disaggregate student achievement data and make data-driven instructional decisions in order to move students to proficiency	KCWP3: Design and Deliver Assessment Literacy	Teachers will participate in assessment literacy training. Training will include alignment between standards and assessments, backward design, and identification of rigor of assessment items.	Professional learning sign in and evaluation/survey, implementation data	Daily: Principals/APs will look for evidence in walk-throughs and reviews of lesson plans of grade-level standards and rigorous instruction; Instructional coaches and principal observation data, common formative assessment/PLC data	Title funds, ESSER funds
	KCWP 4: Review, Analyze and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students, including data from CASE 21	PLC meeting observation data, PLC continuum/rubric, CASE 21/Mastery Connect data analyzed	Weekly: Principals and instructional coaches observe and provide feedback; Data teams	$0
		Mastery Prep/ACT Practice tests will be given to students 3x per year	Data will be analyzed after each given test	3x each year: Principal, instructional coach, counselors	Section 6

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

Goal 2 (State your science, social studies, and writing goal.): Allen County-Scottsville High School **will increase the averaged combined science and social studies writing scores from 43.7% to 63.7 by May of 2024, according to state-level assessment data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in science writing and social studies writing will increase by 10% annually: 43.7 to 53.7 in 2023 53.7 to 63.7 by 2024	KCWP 1: Design and Deploy Standards	Teachers will continue work with standards, vertical alignment, and unit planning in the content areas of science and social studies and writing	Lesson plan data, lesson study data, observation data	Ongoing: PLCs monitored by principals and supported as needed by instructional coach. Review of current reality and next steps feedback lead by principals	$0
		Teachers will implement CER for writing with the adoption of a school-wide, student-friendly rubric	Single column rubric that reflects CER for writing, adapted for each content area	By May of 2023: Instructional Coach and principals	$0
	KCWP 2: Design and Deliver Instruction	Teachers will ensure intentional, congruent Tier I Instruction is occurring in all classrooms and provide Tier II and MTSS interventions to students.	Triangulated student assessment data demonstrates individual student growth and progress towards proficiency	Ongoing: Instructional coach, principals	$0
	KCWP3: Design and Deliver Assessment Literacy	Teachers will participate in assessment literacy training. Training will include alignment between standards and assessments, backward design, and identification of rigor of assessment items.	Professional learning sign in and evaluation/survey, implementation data	Daily: Principals/APs will look for evidence in walk-throughs and reviews of lesson plans of grade-level standards and rigorous instruction; Instructional coach and principal observation data, common formative assessment/PLC data	Title funds, ESSER funds
	KCWP 4: Review, Analyze and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students	PLC meeting observation data, PLC continuum/rubric	Weekly: Principals and instructional coaches observe and provide feedback; CAO/Instructional Supervisor will occasionally attend PLC meetings and provide feedback	$0

Goal 2 (State your science, social studies, and writing goal.): Allen County-Scottsville High School **will increase the averaged combined science and social studies writing scores from 43.7% to 63.7 by May of 2024, according to state-level assessment data.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support	Teachers will participate in personalized learning options that will be available synchronously or asynchronously about high-impact, evidence-based strategies through: • Book studies • External PDs • Learning Labs • Visits to successful schools Asynchronous PD will be available on the internal PD site.	Teachers report, lead, and share learning with others in PLCs and staff meetings.	Ongoing: A number of participants in School-mandated PD, and number of participants taking electives throughout the year. Reflection of learning and observation data	Title Funds and ESSER Funds

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: Students with IEPs will increase proficiency by 10% in reading by 2024. From 13.6%-23.6%	KCWP 2: Design and Deliver Instruction	MTSS will be implemented	Data in PLCs/student outcomes	On-going: Principal, Assistant Principals, instructional coach	$0
	KCWP 5: Design, Align and Deliver Support	ECE teachers will be trained on high impact strategies and behavior	PLCs/Data team, walk-throughs to ensure implementation of strategies	Throughout the year: Principal, ECE department head, instructional coach	ESSER funds
Objective 2: Students with IEPs will increase proficiency by 10% in math by 2024 from 9.5% to 19.5%	KCWP 2: Design and Deliver Instruction	Teachers will provide tiered interventions through differentiation of instruction aligned to students' needs	Data teams; intervention data	On-going: Admin, Data teams, instructional coach	$0
		Daily lesson plans will identify specific instruction for vulnerable groups	Differentiated instruction w/i lesson plans	On-going: Admin, Data teams, instructional coach	$0
		Co-planning and designing of engaging tasks	Differentiated instruction w/i lesson plans	On-going: Admin, Data teams, instructional coach	$0
Objective 3: Students with IEPs will increase proficiency by 10% in writing by 2024 from 7.4% to 17.4%	KCWP 5: Design, Align and Deliver Support				
		School admin teams will work with teachers to create a writing policy that incorporate best practices in writing: writing about interests, authentic audience, reading/writing connection	Writing policy completion that exhibits best practices	ELA coaches and instructional supervisor will review writing policies and provide feedback.	Title funds
	KCWP 6: Establishing learning Culture and Environment	Teachers will be trained in PBL to have opportunities to implement	Completed PBL projects that provide	Completed PBL projects that provide students opportunities to write about	PBL Partnership Contract

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		projects across curriculum, intentionally embedding writing	students opportunities to write about the process and the impact of the project	the process and the impact of the project	
		Creation of writing goals	Goal development and progress monitoring	Principals and coaches will monitor goals and progress toward goals	$0
		Daily lesson plans will include writing objectives and intentional opportunities for students to write every day.	Student outcomes in writing will increase	School admin will monitor lesson plans; Coaches will support teachers who need additional support	$0

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, 100% of English Learners at all levels will demonstrate growth toward their composite score as reported on the ACCESS assessment.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: English Learners will demonstrate annual improvement of 10% points toward their composite scores from 33%-43%.	KCWP 2: Design and Deliver Instruction	All teachers trained on Kagan structures along with instructional coaches supported the implementation. Kagan structures encourage community building and equitable content instruction through student conversations and 100% engagement.	Attendance at meetings, implementation of strategies in classroom instruction	school leadership will monitor service plans for each student to ensure strategies are identified	$0
	KCWP 5: Design, Align and Deliver Support	On-going support and resources will be provided to EL building instructor	Based on the needs of EL students	Admin will ensure all resources are ordered as needed	ESSER Funds
	KCWP 2: Design and Deliver Instruction	Teachers will design and deliver instruction around the Profile of a Patriot competencies to build character and strengthen students' overall social and emotional skills	Annual ACCESS training sign in sheets, along with teacher/staff input	Training provided by the district	$0
	KCWP 5: Design, Align and Deliver Support	There is structured time in the student schedule to focus on SEL skills. This work encourages conversation and collaboration among peers that builds language acquisition while also encouraging a sense of belonging for all.	SEL schedule	Principal will ensure SEL time in schedules and materials are available to all teachers who have EL students	ESSER Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Allen County-Scottsville High School's Quality of School Climate and Safety will increase 3% annually according to the state assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Survey and perception results will improve by 3% each year the survey is given and will increase from 59% to 62%	KCWP 4: Review, Analyze and Apply Data	intentionally focus on creating a learning culture and environment for all staff and students	Increase staff retention and satisfaction	Will meet with the superintendent weekly	ESSER, Title funds
	KCWP 6: Establishing learning Culture and Environment	The leadership team will review Quality of School Climate and Safety data and determine next steps and priorities	Increase staff retention and satisfaction	Principal will communicate regularly about the work happening in AC-SHS;	ESSER, Title funds
		Will collect staff and student voice/input on big decisions on how to improve moving forward.	Will regularly collect and review staff and student voice data to drive ongoing improvement	Improvement will be monitored by school leadership teams.	ESSER, Title funds
		Staff will have an opportunity to engage in personalized professional learning	Staff will have at least one opportunity to participate in personalized professional learning opportunity each year.	Principals will monitor the number of opportunities given to staff and the number of staff participating in personalized professional learning.	ESSER, Title funds

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): Allen County Scottsville High School will increase post-secondary readiness from 95.5% to 98% by the end of the 2027 school year according to the state assessment data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: ACSHS will increases post-secondary readiness 5% each year.	KCWP 4: Review, Analyze and Apply Data	The CCR Counselor at the high school will use a tracking system to monitor the transition readiness and identify support for each student to achieve transition readiness	Principal will review the data Tracking Tool developed by CCR Counselor; Data shared with school and district instructional departments monthly during PLCs and CAP Team meetings with a focus on increasing post-secondary readiness.	School and district leaders will review data and provide feedback	$0
		Apply for United Way grant funds to increase opportunities for students to become post-secondary ready	School leaders and CCR Counselor will write and implement a successful grant based on criteria provided by United Way	The CCR Counselor will ensure all aspects of the grant are being implemented with fidelity	United Way Grant funding
	KCWP 5: Design, Align and Deliver Support	Specific strategies for improvement will be mapped out annually by the CCR Counselor	Principals review post-secondary plan and help monitor progress	Quarterly review of plan will be shared with principals and counselors to ensure progress is on track and goals are being met.	$0
		CCR Counselor and school leadership expands student pathways in comparison to needs assessment, student voice, and community input	Increased number of career ready students.	Pathways increase and align to student and community interests	$0
		Develop and utilize community partners to develop dual credit	Increased number of students participating in dual credit courses.	Community partnership data, meeting minutes, and number of students participating in dual credit courses	$0

Goal 6 (State your postsecondary goal.): Allen County Scottsville High School will increase post-secondary readiness from 95.5% to 98% by the end of the 2027 school year according to the state assessment data					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		scholarships for students identified as economically disadvantaged.			
		The high school will provide professional learning aligned to CTE improvement goals.	Increase in industry certifications, students scoring at or above benchmark, scores on CTE-approved dual credit courses, and the number of students in apprenticeships and/or exceptional work experience.	Reports, meeting minutes, needs assessment, CTE reports and data	CTE funds
		The CCR Counselor and school leaders will develop opportunities for job shadowing, internships, externships, and leadership development with community partners	Student data, meeting agendas, stakeholder participation, and student showcases or exhibition nights.	ILPs, student interest surveys, CCR tracking data, number of opportunities provided to students. Monthly review by school and district instructional leaders	$0

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): Allen County-Scottsville High School will increase the percentage of students graduating from 93.7% to 98.7% by 2027, as measured by state assessment data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: : Increase the percentage of students graduating one percentage point annually: 2022-2023: 93.7% to 94.6% 2023-2024: 94.6% to 95.5% 2024-2025: 95.5% to 96.4% 2025-2026: 96.4% to 97.3% 2026-2027: 97.3% to 98.27%	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing learning Culture and Environment	All CAP Teams including CCR Counselor, will review data (Early Warning Tool, CCR data, % students failing) monthly to identify all students who are potential dropouts and to identify strategies for targeted assistance.	CAP Team meeting minutes identify potential dropouts and targeted assistance: Assignment of one caring adult, academic tutoring, support for home and family, etc.	Increased support documented for potential dropouts and shared monthly with school and district instructional teams.	$0
		Train all staff in middle school and high school on restorative practices – asynchronously or synchronously	Attendance at training, reduced number of suspensions and expulsions, improved behavior plans that include restorative practices.	School psychologists will review of behavior data, suspension data, and expulsion data and provide feedback for improvement to school teams.	Title funds, ESSER funds
		Train all staff (Elementary, Middle, and High School) on Trauma Informed Care in order to better support at-risk students through a TIC lens.	Attendance at trainings, improved classroom and school level behavior interventions	School and district behavior plans, interventions, and approaches are through a TIC lens.	Title funds
		FRYSC staff will review Early Warning Tool data and follow-up with students and families as a trusted mentor – safe place, social emotional learning, food securities, mental health counseling, etc.	Ongoing review of data, increased support to students at-risk of dropping out, increased mental health support for students identified at-risk.	Increased numbers of students being supported in SEL, food securities, mental health counseling, and home environments.	FRYSC funds, Donations

Goal 7 (State your graduation goal.): Allen County-Scottsville High School will increase the percentage of students graduating from 93.7% to 98.7% by 2027, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize Fast Bridge data (Reading, Math, SEL) to provide targeted Tier II and Tier III supports to all students	Fast Bridge data, MTSS implementation, Early Warning Data	Monthly review of data by school leaders, school psychologists, and interventionists	ESSER funds
		Invite students who are at-risk of dropping out to participate in 21st Century Grant tutoring and practical living skills.	Increased number of at-risk students being served by 21 Century Grant.	Monthly review of data by 21st Century team.	21 Century Grant funding

8: Other (Optional)

Goal 8 (State your separate goal.): Students receiving discipline referrals will decrease by 20% with targeted social and emotional support within all grade levels (9-12) by 2024 as determined by the school report card and annual behavioral data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students receiving discipline referrals will decrease by 20% with targeted social and emotional support within grades 9-12 by the end of the 2022-2023 school year as determined by the school report card and annual behavioral data.	KCWP 2: Design and Deliver Instruction	Train all staff high school on restorative practices – asynchronously or synchronously	Sign in sheets and reflections completed by staff	At least 50% of high school staff are trained in restorative practices by 2024	ESSER, Title, FRYSC funds
		Train all staff on Trauma Informed Care in order to better support at-risk students through a TIC lens.	Sign in sheets and reflections completed by staff; Implementation of TIC practices in schools	Principals will monitor progress in school policies and procedures including discipline matrices.	ESSER, FRYSC, Title funds
		Staff will be trained by KY ABRI (Kentucky Academic & Behavior Response to Intervention) on strategies to decrease undesirable student behaviors.	A team from each building will complete the training and share with other staff.	Principals and leadership teams, including counselors will incorporate strategies in the day-to-day happenings in each school; Policies will be revised to ensure strategies are embedded	ESSER, FRYSC, Title funds

Goal 8 (State your separate goal.): Students receiving discipline referrals will decrease by 20% with targeted social and emotional support within all grade levels (9-12) by 2024 as determined by the school report card and annual behavioral data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Students with behavioral incidents will decrease by end of 2022-2023 from 177 to 142	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	AC-SHS will review and update their discipline policies through restorative practice and trauma-informed lenses.	Updated discipline policies and practices will reflect restorative practices and TIC lenses and will be shared with all staff.	Superintendent and DOSE will work with principals to monitor completion.	ESSER, ECE, Title, FRYSC funds
	KCWP 6: Establishing learning Culture and Environment	AC-SHS will collaborate to develop a discipline matrix that will be implemented consistently so students are clear on the expectations and consequences regardless of the classroom or teacher they have.	Completed discipline matrix completed and shared with all staff to ensure consistent discipline across the school.	Principals will ensure teachers and leaders implement the discipline matrix with fidelity.	$0 – unless schools need outside support

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
☐		☐
NA ☐		☐
☐		☐
☐		☐
☐		☐

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:**   NA
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:**   NA

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.	☒
NA		☐
		☐
		☐
		☐