

## 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

- o Achievement Gap
- o English Learner Progress
- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

## Explanations/Directions

<b>Goal:</b> Schools should determine long-term goals that are three to five year targets for each required school level indicator. 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	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 June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Reading for HS from 32% to 52% . By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Math for HS from 20% to 42.5% .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Reading  Increase the percentage of students scoring P/D on KSA Reading from 32% to 42%.	KCWP 1 Design and Deploy Standards	<ul style="list-style-type: none"> <li>MTSS Committee to implement Academic plan for Tier I, II, III support. Implementation will be during CREW time daily.</li> </ul>	Team Meeting Minutes & Results of student progress on tracking sheet	Josh Crowe MTSS committee	District
	KCWP2 Design & Deliver Instruction	<ul style="list-style-type: none"> <li>Continual partnership with PEBC w/ Phenomenal Teaching-Thinking Strategies/Workshop Model with Instructional Leaders.</li> <li>Teacher Leaders lead PD for staff and model lessons.</li> </ul>	PLC Meeting Minutes	Dr. Linn and Dr. Kincaid	District
		<ul style="list-style-type: none"> <li>Continued Personalized learningPD for teachers based on individual growth needs and PGP</li> </ul>	PLC meeting minutes PD survey Walk throughs	Teacher Leaders and principals	District
	KCWP 5 Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> <li>Teacher Leaders and Leadership Committee will provide.</li> <li>Instructional Coaching through PD and assignment review protocol.</li> </ul>	Evidence of change in classroom practice PLC meeting minutes	Dr. Kincaid and Dr. Skidmore	Teacher Stipend SBDM
	Professional Learning Community	<ul style="list-style-type: none"> <li>All content teachers will participate in professional learning communities bi-weekly to enhance quality instruction, disaggregate data from assessments, and share instructional strategies to enhance quality instruction.</li> </ul>	Weekly PLC agendas that demonstrate a change in practice to better support student learning.	Dr. Kincaid, Dr. Skidmore, Teacher Leaders	District

Goal 1 (State your reading and math goal.): By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Reading for HS from 32% to 52% . By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Math for HS from 20% to 42.5% .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Math By June of 2023, PCHS will increase the percentage of students scoring P/D on KSA from 20% to 28.5%.	KCWP 1 Design and Deploy Standards	<ul style="list-style-type: none"> <li>Teacher leaders involved in District Complete Phases 1-4 of the Model Curriculum Framework Consumer Guide</li> </ul>	PLC meeting minutes Planning documents	Stacy Linn and Principals	SBDM
		<ul style="list-style-type: none"> <li>Teacher Leaders will guide teachers through PL process to support teachers with revised curriculum</li> </ul>	PLC meeting minutes	Dr. Kincaid and Dr. Skidmore	SBDM
	KCWP2 Design & Deliver Instruction	<ul style="list-style-type: none"> <li>Teacher Leaders communicate lesson design and delivery methods through PLC</li> </ul>	Walkthroughs	Dr. Kincaid and Dr. Skidmore	SBDM
	KCWP 5 Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> <li>9-12 Math Interventionist is teaching a 9th and 10th grade focused recovery course to have students recover their credit from the year before in math and to obtain their credit for the current year through an integrated approach. Continual use of co-teaching model for Algebra 1 &amp; Geometry courses.</li> <li>ESS Daytime Waiver</li> </ul>	Data Tracking that is being maintained by the Interventionist and through RTI data tracking. Intervention tracking	Principals, Dean of Students, MTSS Committee ESS teachers	ESSER  District ESS Funds

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

Goal 2 (State your science, social studies, and writing goal.): By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Science to 4% to 34% . By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Social Studies for HS from 20% to 50% . By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Writing for HS from 44% to 60%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1 Science</b> By June of 2023, PCHS will increase the percentage of students scoring P/D on KSA from 4% to 14%.	KCWP 1 Design and Deploy Standards	<ul style="list-style-type: none"> <li>Science teachers will work through standards to design lessons for effective implementation.</li> </ul>	PLC Meeting Minutes Walkthroughs	Dr. Kincaid, Dr. Skidmore, PLC minutes, Leadership Committee	District
	KCWP2 Design & Deliver Instruction	<ul style="list-style-type: none"> <li>Continue partnership with PEBC w/ Phenomenal Teaching- Thinking Strategies/Workshop Model with Instructional Leaders and Lead Teachers. In-person coaching</li> </ul>	Teacher/Principal PLC meeting minutes Walk throughs	Dr. Kincaid and Dr. Skidmore	District
		<ul style="list-style-type: none"> <li>2022 Personalized learning for teachers based on individual growth needs and PGP</li> </ul>	Walk throughs PLC meeting minutes	Dr. Kincaid and Dr. Skidmore and Dr. Linn	District
	KCWP 5 Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> <li>Principals and district leaders will participate in monthly LPLC that involve Instructional Coaching every month.</li> <li>Principals are involved with district admin to better implement and develop productive systems for student success.</li> </ul>	Evidence of change in classroom practice  Principals share coaching notes each semester	Dr. Kincaid and Dr. Skidmore	\$0

Goal 2 (State your science, social studies, and writing goal.): By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Science to 4% to 34% . By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Social Studies for HS from 20% to 50% . By June 2025 PCHS will increase the percentage of students scoring proficient/distinguished in Writing for HS from 44% to 60%. .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 2</b> <b>Social Studies</b> By June of 2023, PCHS will increase the percentage of students scoring P/D on KSA from 20% to 30%.	<b>KCWP2 Design &amp; Deliver Instruction</b>	<ul style="list-style-type: none"> <li>In-person lesson demonstrations for multiple content workshops.</li> <li>SS teachers will partner with CKEC to better implement Social Studies Standards</li> </ul>	Walk throughs  PLC Meeting Minutes	Dr. Kincaid and Dr. Skidmore	District
<b>Objective 3</b> <b>Writing</b> By June of 2023, PCHS will increase the percentage of students scoring P/D from 31% to 41%.		<ul style="list-style-type: none"> <li>Complete Phases 1-4 of the Model Curriculum Framework Consumer Guide through district</li> <li>Develop and implement MTSS Academic plan for Tier I, II, III support.</li> <li>Writing focus development.</li> </ul>	Lesson Plan Development though PLC with Teacher Leaders PLC meeting minutes MTSS Meeting Minutes Tracking sheet	Dr. Kincaid and Dr. Skidmore MTSS Committee Dr. Linn	District
		<ul style="list-style-type: none"> <li>Teachers will be provided support for planning and implementing model lessons with in-person and virtual support with consultants</li> <li>In-person lesson demonstrations for multiple content workshops.</li> </ul>	Walkthroughs PLC meeting minutes Teacher Leader minutes Assignment Rev	Dr. Kincaid and Dr. Skidmore and Dr. Linn ELA Teacher Leader	\$0

### 3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1 Reading</b> By June of 2023, PCHS will decrease the percentage of students with an IEP scoring Novice on KSA from 86% to 76%.	KCWP 2 Design & Deliver Instruction  <i>LEARN</i>	<ul style="list-style-type: none"> <li>Progress monitoring systems in Infinite Campus</li> </ul>	Growth on IEP Goals and objectives	M. Jones, Dr. Kincaid, Dr. Skidmore will monitor student IEP progress via IC-Google Drive monthly and give feedback	District
		<ul style="list-style-type: none"> <li>ESS Daytime Waiver</li> <li>Co-teaching high leverage practice</li> </ul>	Growth on IEP Goals and objectives  Evidence of change in classroom practice will be observed  Evidence in PLCs of co-teaching planning	Dr. Kincaid, Dr. Skidmore, and district leadership team will do walkthrough observations to give feedback on co-teaching practices	District
<b>Objective 2 Math</b> By June of 2023, PCHS will decrease the percentage of students with an IEP s scoring Novice on KSA from 73% to 63%.	KCWP 5 Design, Align, Deliver Support Processes  Professional Learning Community <i>CARE</i>  PBIS <i>GROW</i>	<ul style="list-style-type: none"> <li>Math Intervention specialists will work with students who are below benchmark and provide RTI daily.</li> </ul>	Evidence of change in classroom practice  PLC minutes  Tracking sheet	Pam Callahan, Dr. Skidmore, Dr. Kincaid	ESSSER
		<ul style="list-style-type: none"> <li>Weekly Instructional PLCs focused on the district PLC agenda and the PLC agenda is used for weekly walkthroughs. District admin support the PLCs through weekly attendance and contribution across the district.</li> </ul>	Weekly PLC agendas that demonstrate a change in practice to better support student learning	Dr. Kincaid and Dr. Skidmore	\$0
		<ul style="list-style-type: none"> <li>PBIS Implementation and monitoring</li> <li>The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning.</li> </ul>	District PBIS system is in place for 2021-22 school year  Teachers are trained and ready to implement	MTSS committee meeting agenda	\$0





4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, EL students will progress at least 2 levels on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  By June of 2023 PCHS will work so that EL students will progress 0.5 level on the ACCESS assessment.	<b>KCWP 5: Design, Align and Deliver Support</b>	<ul style="list-style-type: none"><li>EL assistant is trained through KDE for working with EL students.</li><li>Evaluate English learning support programs to improve student acquisition of the English language.</li></ul>	EL assistant trained ACCESS assessment	EL Coordinator meeting monthly with the EL assistant regarding progress Program review completed and selected	District
	<b>KCWP 5: Design, Align and Deliver Support</b>	<ul style="list-style-type: none"><li>Teachers will continue to use workshop model lessons for students to have access to the learning.</li><li>Edmentum implementation for students who need additional support.</li></ul>	Edmentum reports Walk throughs	District Admin Dr. Kincaid Dr. Skidmore	ESSER
	<b>KCWP2 Design &amp; Deliver Instruction</b>	<ul style="list-style-type: none"><li>Math &amp; Writing PD</li><li>Continued support for planning and implementing model lessons with in-person and virtual support with consultants</li><li>In-person lesson demonstrations for multiple content workshops.</li></ul>	PLC agendas with workshop lessons supporting student agency, equity, and understanding Classroom observations (formal/informal) with walk-through tool	Monthly PLC agendas submitted to S. Linn from each school with evidence of model Tier 1 lesson planning Check-ins with consultants on needs and planning with teachers and principals Lab-host classroom experience, Spring 2023	District

### 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, PCS will increase the Climate Index from 57.9 (2022) to 67.9. By 2025, PCS will increase the Safety Index from 52.4 (2022) to 62.4.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1 Climate Index</b> By June of 2023, PCHS will increase the climate index from 57.9 to 60.	<b>KCWP 5: Design, Align and Deliver Support</b>	<ul style="list-style-type: none"> <li>Implementation of Early Warning tool training for MTSS Committee</li> <li>MTSS Committee monitors how to utilize the tool and the impact of interventions.</li> </ul>	Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data	MTSS Committee Dr. Skidmore and Dr. Kincaid	District
	<b>KCWP 5: Design, Align and Deliver Support</b>	<ul style="list-style-type: none"> <li>The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning.</li> <li>MTSS team will work with the district to develop handbook.</li> <li>CREW time will be implemented daily with SEL activities.</li> </ul>	MTSS team/Stacy Linn Dr. Skidmore and Dr. Kincaid	MTSS meeting minutes shared in Weekly Communication. Handbook revisions shared and feedback requested. MTSS team	District
<b>Objective 2 Safety Index</b> By June of 2023, PCHS will increase the safety index from 52.4 to 55.	<b>KCWP 5: Design, Align and Deliver Support</b>	<ul style="list-style-type: none"> <li>MTSS Team will be involved in Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact.</li> <li>MTSS meetings based on the needs of the group to continue and monitor how to utilize the tool and the impact of interventions.</li> </ul>	Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data Monthly MTSS Meeting Minutes	School level teams and principals monitoring watch lists with school level data S. Linn & M. Robinson Dean of Students Drop Out Prevention Coordinator	\$0

**6: Postsecondary Readiness (high school only)**

Goal 6 (State your postsecondary goal.): By 2025, PCS will increase the postsecondary readiness rate from 75.8 (2022) to 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By June of 2023, PCHS will increase the graduation rate from 75.8 to 78.	KCWP 5: Design, Align and Deliver Support  <i>CARE</i>	<ul style="list-style-type: none"> <li>GEAR UP Support with current 10th and 11th grade classes</li> </ul>	Increase student readiness for transition	GEAR UP staff, Tiffany Anderson, Dr. Kincaid	District
		<ul style="list-style-type: none"> <li>Implementation of postsecondary goals for each student</li> <li>CREW time</li> </ul>	ILP	Dr. Skidmore	\$0
	<b>KCWP 6: Establishing Learning Culture and Environment</b> Increase student enrollment in internship and co-op courses	<ul style="list-style-type: none"> <li>Implementation of work based learning manual with focus on internships and co-op opportunities</li> </ul>	Increase student enrollment in internship and co-op courses	Cole Wills, counselors	\$0
		<ul style="list-style-type: none"> <li>Increase communication and collaboration with local businesses to expand internship and co-op partnerships</li> <li>Trade Fair/Career Fair</li> </ul>	Increase student enrollment in internship and co-op courses	Cole Wills, counselors	\$0
	Increase student enrollment in career and technical education pathways Increase student enrollment in dual credit courses	<ul style="list-style-type: none"> <li>Review/Add/Remove career and technical education pathways based on student interest to increase enrollment</li> </ul>	Increase student enrollment in CTE Pathways	Cole Wills, counselors	\$0
		<ul style="list-style-type: none"> <li>Partner with MCTC to review/add/remove dual credit courses based on student need and interest</li> </ul>	Increased student enrollment in ATC pathways Increase student enrollment in dual credit courses	Kristie Marcum, Christy Todd	\$0

**7: Graduation Rate (high school only)**

Goal 7 (State your graduation goal.):					
By 2025, PCS will increase the 4-year graduation rate from 86.2% (2022) to 92.4%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By June of 2023, PCHS will increase the percentage of students graduating in 4-years from 86.2% to 87.2%.	KCWP 5 Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> <li>PBIS Implementation and monitoring</li> <li>Program implementation</li> </ul>	Decreased discipline referrals and positive climate and culture	MTSS (PBIS) Meeting Agendas  Liveschool Report	\$0
		<ul style="list-style-type: none"> <li>Hardship Graduation Policy- Utilizing data and ARC process to determine students that would benefit from mid-year graduation opportunities.</li> </ul>	Improve graduation rate for at-risk students	Mid-year graduation	\$0
	KCWP 4 Review, Analyze, Apply Data Results:	<ul style="list-style-type: none"> <li>Connect Academy will monitor students who are at risk and beginning 2nd semester of Freshman year, will enroll students into Connect Academy.</li> </ul>	Decrease in drop-outs Less discipline referral Increase in attendance	Dr. Skidmore and Dr. Kincaid Counselors Dean Crowe	District funding for Academy
		<ul style="list-style-type: none"> <li>Edmentum, a credit recovery program, will be utilized to assist students in earning credits and decrease potential dropouts.</li> <li>CR teacher will conference with students to keep them on track.</li> </ul>	Credits earned  Decrease in drop-outs	CR teacher Counselors Dr. Skidmore and Dr. Kincaid	ESSER
		<ul style="list-style-type: none"> <li>Use of Powell County Academy as an alternative for at risk middle and high school students. The PCA will have a graduation track program requiring the minimum state graduation requirement of 22 credits as well as support at risk students to improve academic skills so they may get on track for re-entry into the regular middle and high school programs.</li> </ul>	More credits earned  Decrease in drop-outs	PCA graduates and credit earned	\$0

Goal 7 (State your graduation goal.):

By 2025, PCS will increase the 4-year graduation rate from 86.2% (2022) to 92.4%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> <li>Dean of Students involvement with MTSS(Behavior) and Drop Out Prevention Coordinator</li> </ul>	Decreased discipline referrals Less Drop outs More students graduating on time or early.	Dean of Students Drop Out Prevention Coordinator Tiffany Anderson	Title V and VI
		<ul style="list-style-type: none"> <li>Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact.</li> </ul>	Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data	MTSS team and principals monitoring at risk students	District
	<b>KCWP 5: Design, Align and Deliver Support</b>	<ul style="list-style-type: none"> <li>Connect Academy will add students to their population to better aid at risk students.</li> <li>MTSS team will develop a plan for students who are indicated as at risk by Early Warning Tool and pair those students with a mentor.</li> <li>Partner with SPARK ministries to provide additional support for at risk students.</li> <li>CREW time lessons</li> </ul>	Decreased discipline referrals Less Drop outs More students graduating on time or early.	MTSS meeting minutes. Dean of Students Principals	\$0
	<b>KCWP 4: Review, analyze, Apply Data Results:</b>	<ul style="list-style-type: none"> <li>Edmentum is utilized as a credit recovery program to assist students in earning credits and decrease the potential of dropouts.</li> <li>An additional credit recovery teacher is supplemented at the high school to provide credit recovery the entire day due to the number of student failures due to COVID learning loss.</li> <li>Use of Powell County Academy is an alternative school for at risk high school students so they may get on track for re-entry into the regular middle and high school programs.</li> <li>Connect Academy @ PCHS</li> </ul>	Credits earned Decrease in students dropping out Increase graduation rate Decrease in behavior events	PCA & PCHS principals, counselors Early Warning Tool Tableau (behavior) Dean of Students	District

Goal 7 (State your graduation goal.):  By 2025, PCS will increase the 4-year graduation rate from 86.2% (2022) to 92.4%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"><li>Drop-Out prevention staff member (part-time)</li><li>Dean of Students- full time administrator focused on students supporting PBIS and behavior</li></ul>			

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:

<b>Components of Turnaround Leadership Development and Support:</b>
<b>Consider:</b> 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? <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<b>Consider:</b> 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. <b>Response:</b>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<b>Consider:</b> 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? <b>Response:</b>
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
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.	<input checked="" type="checkbox"/>
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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:
<b>Consider:</b> 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 <b>Response:</b>
Identification of Critical Resources Inequities:
<b>Consider:</b> 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. <b>Response:</b>

Evidence-based Practices

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