# Rineyville Elementary Comprehensive School Improvement Plan (CSIP) 2023-24

## 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

## ****Alignment to Needs:****

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Schools**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

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| **Rineyville’s greatest areas of weakness include:** -The greatest area of weakness for Rineyville Elementary is our Students with Disabilities gap group.  We will also need to continue to target our Economically Disadvantaged gap group.  -In combined Reading and Math, Economically Disadvantaged students scored 61.5 while all students scored 74.9.  This is a status level of Medium.  Students with Disabilities scored significantly lower with a 41.7, while all students scored 74.9.  This is a status level of Low.  -In combined Reading and Math, there was a 6.2 increase difference with Economically Disadvantaged students, while Students with Disabilities scored -4.8 decline status.  -29% of 3rd grade in math students with disabilities scored P/D while all students scored 66%. In the Reading area, 3rd grade students with disabilities scored 21% P/D while all students scored 57%. -In 4th grade in the area of reading, students with disabilities scored 42% Novice, while all students scored 56% P/D.  -Overall, Math continues to be our greatest subject of need, especially 5th grade students who only scored 47% P/D overall.  |

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

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| **KCWP 2: Design and Deliver Instruction**Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research? |  | -Grades K-3 teachers are trained in Orton Gillingham reading strategies.-Grades 3-5 teachers have been trained in OG morphology reading strategies. -All K-5 teachers are trained and implementing the Ready Math Curriculum-All teachers are using data from iReady to provide gap support and enrichment support to students on their individual level. -All teachers are trained in KAGAN strategies |

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| **KCWP 3: Design and Deliver Assessment Literacy**Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative? |  | -Teachers grades K-5 are using Orton Gillingham assessments for monitoring student growth and needs. -All teachers are utilizing iReady Reading 3 times per year to review student growth and areas of concern. -Teachers provide grade level weekly assessments and review in PLC on a weekly basis. |

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**Indicator Scores**

List the overall scores of status and change for each indicator.

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| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | 74.9 High | 7.0 Significant Increase |
| State Assessment Results in science, social studies and writing | 74.8 High | 16.4 Significant Increase |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | 77.8 High | Increase |
| Postsecondary Readiness (high schools and districts only) | N/A | N/A |
| Graduation Rate (high schools and districts only) | N/A | N/A |

## 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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools. |
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| **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. Objectives should address state assessment results and/or aligned formative assessments. 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](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps the school will take 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 Spring 2026, Rineyville Elementary’s Reading scores will increase from 59% P/D to 79% P/D and Math scores will increase from 55% P/D to 75% P/D.  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1: By 2024, Rineyville’s Reading scores will increase from 59% P/D to 69% P/D. | KCWP2: Design and Deliver Instruction | Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: 1. Orton-Gillingham phonemic awareness, phonics, fluency, and comprehension skills strategies. 2. KAGAN Cooperative Learning Strategies3. Orton-Gillingham instruction provided to target students.4. Orton Gillingham Fluency passages | -PLC minutes -Common Assessments designed by teacher-Common Assessments from Edulastic-KAGAN strategies-Walkthrough Data-Professional Learning-State test scores-iReady dataPerson Responsible: Classroom teachersPrincipalPD committeeMTSS teacherDistrict Academic support | -Fall 2024 State Assessment Data- Reading iReady reports-Student Growth Reports-Student Projected Proficiency Reports-MTSS Growth Reports-OG Assessment Data | PDTitle I |
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| Objective 2: By 2024, Rineyvile’s Math scores will increase from 55% P/D to 55% P/D.  | KCWP2: Design and Deliver Instruction | Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: 1. Math Vocabulary Strategies2. Ready Math strategies3. Use of Math Manipulatives | -Walkthrough Data-State test scores-Reflex Math Data- Math iReady DataPerson Responsible: Instructional CommitteePrincipalClassroom TeachersMTSS Teacher | -Fall 2024 State Assessment Data- Math iReady reports-Student Growth Reports-Student projected proficiency reports-MTSS Math Growth Reports | PDTitle 1 |
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## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 (State your science, social studies, and writing goal.):  By 2026, Rineyville’s Science scores will increase from 42% P/D to 62% P/D.  By 2026, Rineyville’s Social Studies scores will increase from 55% P/D to 75% P/D. By 2026, Rineyville’s Combine Writing scores will increase from 69% P/D to 89% P/D. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1: By 2023, Rineyville’s Science scores will increase from 42% P/D to 52%% P/D. | KCWP1 | Ensure that vertical curriculum planning is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. 1. Pacing guides2. Alignment to Resources (Mystery Science and reading materials)3. Reading Research Centers4. Through Course Tasks per grade level | -Lesson plans-Pacing guides-PLC minutes-Committee minutes-Person responsible: Classroom teachersScience Lab Teacher4th Grade Science Instructional Committee | -Fall 2024 State Assessment Data-Grade level teacher-created common assessments-Through Course Tasks data | Title I PD |
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| Objective 2:By 2023, Rineyville’s Social Studies scores will increase from 55% P/D to 65% P/D.  | KCWP2 | Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional learning in high yield instructional strategies. Focus on the following strategies. 1. Reading comprehension strategies2. Vocabulary Strategies | -Walkthrough Data-Lesson plans-State test scores-Common assessment desiged by teacher and Edulastic resultsPerson Responsible: Classroom teachersInstructional Committee | Fall 2024 State Assessment DataGrade level teacher-created common assessments | Title IPD |
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| Objective 3: By 2023, Rineyville’s Combined Writing scores will increase from 69% P/D to 79% P/D.  | KCWP1KCWP2 | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. 1. School-wide writing plan reviewed and updated annually2. Alignment to resourcesPlan strategically in the selection of high yield instructional strategy usage within lesson. Model lessons and professional learning in high yield instructional strategies. Focus on the following strategies:1. 4-square writing2. On-Demand Writing checklists and live scoring sessions3. Peer editing | -Lesson plans-Writing plan-PLC minutes-Work samples-State test scores-Person responsible: PrincipalInstructional CommitteeClassroom teachers | Fall 2024 State Assessment DataGrade level teacher-created common assessments | Title IPD |

## 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** |
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| Objective 1: By 2024, Rineyville’s students with disabilities with accomodations scoring Novice in Reading will be reduced by 10%. | KCW2 | Ensure the instructional modifications are made based upon the immediate feedback gained from formative assessments.1. My Path Reading2. Lexia3. District non-negotiable tests | iReady projected proficiency reports/decile chartsOnline software updatesOrton Gillingham red words and fluencyPerson responsible: Special Education TeachersPrincipalClassroom teachersMTSS Teacher | Fall 2024 State Assessment DataiReady reportsStudent Growth ReportsStudent Projected Proficiency ReportsDecile Charts 3 times per year | Title I |
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| Objective 2: By 2024, Rineyville’s students with disabilities with accomodations scoring Novice in Math will be reduced by 10%.  | KCW2 | Ensure that instructional modifications are made based upon the immediate feedback.1. My Path Math2. Reflex Math3. Ready Math classroom manipulatives | iReady projected proficiency reports/decile chartsOnline software updatesFast fact fluency assessmentsPerson responsible: Special Education TeachersPrincipalClassroom teachersMTSS Teacher | Fall 2024 State Assessment DataiReady reportsStudent Growth ReportsDecile Charts 3 times per year | Title I |
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## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): By 2026, Rineyville Elementary’s English Learner Progress Indicator will increase from 59.3/High to 69.3/Very High.  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1:By 2024, the English Learner Progress Indicator will increase from 59.3/High to 65/Very High.  | KCWP2: Design & Deliver | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. *(To include but not limited to:  EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS,  I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education)**Carousel of Ideas (Elementary Curriculum)* | State Assessment ResultsACCESS Test ResultsMODEL AssessmentI-Ready ResultsPLC AgendasProfessional Learning OpportunitiesWalkthroughsData/Monitoring Forms |

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| Fall 2024:State Assessment Score Release,School Report Card,ATSI/CSI IdentificationQuarterly: District Assessment Data |

 | Title ITitle II Title IIIESS District Instructional Funds |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): By 2026, Rineyville will raise it’s current status from 77.8/High to 82/Very High.  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1:By 2024, Rineyville will raise it’s Climate Index from 77.8/High to 79.8/High.  | KCWP 6: Establish Learning Culture and Environment | PBISSEL LessonssCharacter EducationKARE CommitteeBehavior DataCounselor Referrals | State Assessment Results | Fall 2024 testing results | Title I FundsGeneral Funds |
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| Objective 2: By 2024, Rineyville will raise it’s Safety Index from 74.3/High to 77.3/High.  | KCWP 6: Establish Learning Culture and Environment | PBISSEL LessonssCharacter EducationKARE CommitteeBehavior DataCounselor Referrals | State Assessment Results | Fall 2024 testing results | Title I FundsGeneral Funds |
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## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
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## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
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## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

## 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:

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| **Components of Turnaround Leadership Development and Support:** |
| **Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?**Response:**  |
| **Identification of Critical Resources Inequities:** |
| **Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.**Response:**  |
| **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:** |
| **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 on the next page 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 (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**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 CIP** |
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| 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.  |[x]
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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:

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| **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:**  |

## CSI 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 (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP** |
| --- | --- | --- |
| 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.  |[x]
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