# Comprehensive School Improvement Plan (CSIP)

## Rationale

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

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

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

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

## Requirements for Building an Improvement Plan

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

## ****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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| The first priority area of weakness identified was our Reading and Math scores from the Kentucky Summative Assessment of the 2022-23 school year with our achievement gap, specifically our special education population. While our overall Reading and Math scores were similar to the year before, our identified students with an Individual Education Plan regressed seventeen points.  The second area of weakness identified through our Needs Assessment was in Language and Mechanics with our overall population according to the Kentucky Summative Assessment of the 2022-23 school year . Our On-Demand writing scores saw a slight decrease. However, our overall scores in the Language and Mechanics portion of the Writing assessment were much lower. |

**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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| To address our first priority concerning our Reading and Math scores with the special education population, G.C. Burkhead has identified the following key processes and practices: First, a focus on station teaching in the collaborative Reading and Math classrooms. Teachers will improve this practices in all grades with professional development opportunities, instructional round feedback from administration and the Instructional Services Department, and peer observations. Secondly, continued professional development for all staff on implementing specially-designed instruction.  To address our second priority concerning our Language and Mechanics deficits, G.C. Burkhead has identified the following key processes and practices: First, a focus on cross-curricular instruction that incorporates Language and Mechanics across all content areas. Professional development opportunities will be identified for all staff. The Site Based Decision Making Council will consider purchasing supplemental resources to be used for the appropriate grade levels. |

**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 | 70.1 | -0.5 |
| State Assessment Results in science, social studies and writing | 67.7 | 2.6 |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | 75.2 | -0.4 |
| 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.): Goal 1 (State your reading and math goal.): Goal 1 By 2026, all students will increase from 55% proficiency in Reading to 75%. By 2026, all students will increase from 49% proficiency in Math to 69%. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1: By 2024, all students will increase from 55% proficiency in Reading to 65%. | Design and Deliver Instruction | Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). | PLC agendas  Professional Learning Opportunities  Walkthroughs  Principal, AP, Instructional staff | Fall 2024 State Assessment  School Report Card  IReady Data | General Funding | |
| Design and Deliver Instruction | Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments • (Assessments for Learning) | PLC agendas  Professional Learning Opportunities  Walkthroughs  Principal, AP, Instructional staff | Fall 2024 State Assessment  School Report Card  IReady Data | General Funding | |
| Design and Deliver | Administration will conduct scheduled and unscheduled walkthroughs and observations to evaluate the alignment of standards to objectives, congruency of student work to learning targets, questioning, differentiation, and the use of engaging instructional strategies. | PLC agendas  Professional Learning Opportunities | Fall 2024 State Assessment  School Report Card  IReady Data | General Funding | |
| Teachers will integrate student use of technology into instruction and students will have opportunity to use programs targeted towards individualized student needs. | PLC agendas  Professional Learning Opportunities | Fall 2024 State Assessment  School Report Card  IReady Data | Title I and General Funds | |
| Objective 2: By 2024, all students will increase from 49% proficiency in Math to 59%. | Design and Deliver Instruction | Teachers will utilize varied instructional practices, questioning techniques, IReady data and other assessment data, to create personalized learning for students based on their needs. | PLC agendas  Professional Learning Opportunities  Walkthroughs  Principal, AP, Instructional staff | Fall 2024 State Assessment  School Report Card  IReady Data | Professional Learning Funds | |
| Teachers will engage in professional development including evidence-based strategies and professional learning to observe peers both inside the building as well as other local schools. | PLC agendas  Professional Learning Opportunities  Walkthroughs  Principal, AP, Instructional staff  PD Coordinator | Fall 2024 State Assessment  School Report Card  IReady Data | Professional Learning Funds | |
| Establishing Learning Culture and Environment | Teachers and administration will develop and deliver monthly common assessments. Staff will work together to analyze and review results with students. Students who score proficient or distinguished will be recognized. | PLC agendas  Professional Learning Opportunities  Walkthroughs  Administration, Instructional staff | Fall 2024 State Assessment  School Report Card  IReady Data | Professional Learning Funds  General Funds | |
| Admin team and instructional staff will meet with all students grades 3-5 and perform goal setting and data analysis three times a year. | PLC agendas  Professional Learning Opportunities  Walkthroughs  Principal, AP, Instructional staff  Administration, Instructional Staff | Fall 2024 State Assessment  School Report Card  IReady Data | Professional Learning Funds  General Funding | |

## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 (State your science, social studies, and writing goal.): By 2026, all students will increase from 38% proficiency in Science to 58%. By 2026, all students will increase from 52% proficiency in Social Studies to 72%. By 2026, all students will increase from 48% proficiency in Writing to 68%. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1: By 2024, all students will increase from 38% proficiency in Science to 48%. | Design & Deploy Standards | 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.  • Pacing Guides  • Lesson Plans on Team Drive  • Alignment to Resources (Mystery Science) | Lesson Plans  Pacing Guides  PLC Minutes | Fall 2024 State Assessment  School Report Card | General Funding | |
| Teachers will integrate student use of technology (IReady, Reading Counts, etc) into instruction and students will have opportunity to use programs targeted towards individualized student needs. | PLC agendas  Professional Learning Opportunities | Fall 2024 State Assessment  School Report Card | Title I and General Funds | |
| Design & Deliver Instruction | Teachers will integrate student use of technology (IReady, Reading Counts, etc) into instruction and students will have opportunity to use programs targeted towards individualized student needs. | Professional Learning Opportunities | Fall 2024 State Assessment  School Report Card | Title I and General Funds | |
| Objective 2: By 2024, all students will increase from 52% proficiency in Social Studies to 62%.  Objective 3: By 2024, all students will increase from 42% proficiency in Writing to 52%. | Design & Deploy Standards | 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.  • Pacing Guides  • Lesson Plans on Team Drive  • Alignment to Resources | Lesson Plans  Pacing Guides  PLC Minutes | Fall 2024 State Assessment  School Report Card | General Funding | |
| Design & 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:  • 4-Square Writing  • On-Demand Writing Checklists and Live Scoring Sessions | Lesson Plans  Pacing Guides  PLC Minutes | Fall 2024 State Assessment  School Report Card | General Funding | |
|  | Teachers will integrate Grammar & Mechanics instruction across the curriculum with fidelity in grade 2-5 | Lesson Plans  Pacing Guides  PLC Minutes | Fall 2024 State Assessment  School Report Card | General Funding | |

## 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, the percentage of students scoring proficient or distinguished on the Kentucky Summative Assessment in the identified achievement gap will increase by 10% in both Reading & Math. | Review, Analyze and Apply Data | A tiered system of research-based interventions will be utilized to support student academic and behavioral needs. | January, 2024 –May, 2024 Principal, Interventionist, Instructional Staff | Fall 2024 State Assessment  School Report Card  IReady Data | Title Funds  General funds |
| PLCs will meet bi-monthly during school, in addition to bi-monthly meetings after school, to analyze pre & post test data, IReady results and other data to identify students needing additional interventions and design instruction to best meet the needs of all students. | December 2024 –May 2024  Instructional staff, Administration | Fall 2024 State Assessment  School Report Card  IReady Data | General Funding |
| Design & Deliver Instruction | Incorporating the Collaborative model in all reading classrooms, utilizing small group learning and chunking centers with Instructional Assistants and Title I aides. | August 2023-October 2025  Administration,  ISD | Fall 2024 State Assessment  School Report Card  IReady Data  Walkthroughs  PLC Mins | Title Funds  General funds |
| Objective 2: By 2024, all students identified as economically disadvantaged in Reading will increase from 43% to 53%. The same gap group will increase from 57% in Math to 67%. | Review, Analyze and Apply Data | A tiered system of research-based interventions will be utilized to support student academic and behavioral needs. | January, 2024 –May, 2024 Principal, Interventionist, Instructional Staff | Fall 2024 State Assessment  School Report Card  IReady Data | Title Funds  General funds |
| PLCs will meet bi-monthly during school, in addition to bi-monthly meetings after school, to analyze pre & post test data, IReady, results and other data to identify students needing additional interventions and design instruction to best meet the needs of all students. | December 2023 –May 2024  Instructional staff, Administration | Fall2024 State Assessment  School Report Card  IReady Data | General Funding |
| Design & Deliver Instruction | Incorporating the Collaborative model in all reading classrooms, utilizing small group learning and chunking centers with Instructional Assistants and Title I aides. | August 2023-October 2024  Administration,  ISD | Fall 2024 State Assessment  School Report Card  IReady Data  Walkthroughs  PLC Mins | Title Funds  General funds |
| Teachers will integrate technology that individualizes instruction to meet the needs of all students in the areas of reading and math. | January 2024-May 2024  Instructional staff | Fall 2024 State Assessment  School Report Card  IReady Data | Title Funds  General funds |
|  | ESS coordinator and classroom teachers will work together to ensure students are scheduled at most opportune time to maximize student academic needs for interventions. | ESS Coordinator, ESS Staff | Fall 2024 State Assessment  School Report Card  IReady Data | Title I & ESS Funding |
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## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): By 2026, the 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. | Design & Deliver Instruction | 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) | State Assessment Results  ACCESS Test Results  MODEL Assessment  IReady Results  PLC Agendas  Professional Learning Opportunities  Walkthrough Data | Fall 2024 : State Assessment score release  School Report Card  ATSI/CSI Identification  Quarterly: District Assessment Data | Title I  Title II  Title III  ESS  District Instructional Funds | |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): By 2025, the school climate results of the Quality of School Climate and Safety survey will increase from 75.2/Medium to 82.0/Very High. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1: By 2024, the results of the Quality of School Climate and Safety survey will increase from 75.2/Medium to 78.60/High. | Establishing Learning Culture & Environment | CARES committee will work to identify concerns, implement and monitor action items. | Students  Teachers  Guidance Counselor  FRYSC | CARES survey April 2024  Fall 2024 State Assessment | General Funding | |
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|  | PBIS & Behavior Intervention team will work with teachers and school resource officer to identify safety concerns, implement, and monitor action items. | PBIS/BIT team  School Resource Officer  Assistant Principal | January PBIS Survey  Fall 2024 State Assessment | General Funding | |
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| Objective 2 |  |  |  |  |  | |
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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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| Objective 2 |  |  |  |  |  | |
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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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| Objective 2 |  |  |  |  |  | |
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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** | |
| Objective 1 |  |  |  |  |  | |
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| Objective 2 |  |  |  |  |  | |
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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** |
| --- | --- | --- |
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | ☒ |
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## 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

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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. | ☒ |
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