

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.

1. A concern for Stanton Elementary is how our students perceive their safety while at school. We would like to see an increase in students who answer “strongly agree” to the questions “My school is a caring place” and “I feel like I am a part of my school.”
 2. A second concern for Stanton Elementary is to increase student attendance. We would like to see an increase in students who answer “strongly agree” to the question “A teacher or some other adult from my school will care if I miss a day of school.”

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.

1. Weekly PLC meetings to discuss student data, MTSS
 2. Principal to conduct walkthroughs and providing coaching sessions/timely feedback to teachers.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.3	+11.8
State Assessment Results in science, social studies and writing	55.5	+10.5
English Learner Progress	NA	NA
Quality of School Climate and Safety	74.8	-0.7
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

1: State Assessment Results in Reading and Mathematics

<p>Goal 1 (State your reading and math goal.)</p> <p>By 2026, Stanton Elementary will increase students scoring proficient/distinguished in Reading from 37% (2023) to 47% .</p> <p>By 2026, Stanton Elementary will increase students scoring proficient/distinguished in Math from 35% (2023) to 45%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading Increase the percentage of students scoring P/D on KSA from 37% to 40% by 2024.	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and classroom work analyzed in PLCs.	Results of student progress	Principal, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
		Implementing new reading HQIR series.	Planning PLCs/Lesson Plans	Principal, Individual Teachers	N/A
	KCWP 4 Review, Analyze, Apply Data Results:	Map Assessment Benchmarks	Student Data	Principal, Individual Teachers, Student Data Teams	Title I
	Data Driven Instruction (process)	Students arranged in reading groups based on current data and student need.	PLC Meeting Minutes and MTSS Documentation	Principal, Reading Interventionist, Individual Teachers, Student Data Teams	N/A
	KCWP 5 Design, Align, Deliver Support Processes (practice) Professional Learning Community	Principal will attend weekly PLC meetings based on agenda focused on the new Powell County Schools Learner Profile (Collaborator, Communicator, Contributor, Critical Thinker) and provide individual instructional coaching when necessary.	Weekly PLC agendas	Principal, Individual Teachers	N/A
		Regular classroom walkthroughs/coaching sessions implemented by building administrator. Increase student attendance by establishing weekly classroom and monthly individual incentives.	Evidence of change in classroom practice	Principal	N/A

Goal 1 (State your reading and math goal.)

By 2026, Stanton Elementary will increase students scoring proficient/distinguished in Reading from 37% (2023) to 47% .

By 2026, Stanton Elementary will increase students scoring proficient/distinguished in Math from 35% (2023) to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Math Increase the percentage of students scoring P/D on KSA from 35% to 38% by 2024.	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and classroom work analyzed in PLCs.	Results of student progress	Principal, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
		Implementing new math HQIR series.	Planning PLCs/Lesson Plans	Principal, Individual Teachers	N/A
	KCWP 4 Review, Analyze, Apply Data Results: Data Driven Instruction (process)	Map Assessment Benchmarks	Student Data	Principal, Individual Teachers, Student Data Teams	Title I
		Students arranged in math groups based on current data and student need.	PLC Meeting Minutes and MTSS Documentation	Principal, Math Interventionist, Individual Teachers, Student Data Teams	N/A
	KCWP 5 Design, Align, Deliver Support Processes (practice) Professional Learning Community	Principal will attend weekly PLC meetings based on agenda focused on the new Powell County Schools Learner Profile (Collaborator, Communicator, Contributor, Critical Thinker) and provide individual instructional coaching when necessary.	Weekly PLC agendas	Principal, Individual Teachers	N/A
		Regular classroom walkthroughs/coaching sessions implemented by building administrator. Increase student attendance by establishing weekly classroom and monthly individual incentives.	Evidence of change in classroom practice	Principal	N/A

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

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Science from 30% (2023) to 40%.</p> <p>By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 35% (2023) to 45%.</p> <p>By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Combined Writing from 37% (2023) to 47%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Science Increase the percentage of students scoring P/D on KSA from 30% to 33% by 2024 .</p> <p>Social Studies Increase the percentage of students scoring P/D on KSA from 35% to 38% by 2024.</p> <p>Combined Writing Increase the percentage of students scoring P/D from 37% to 40% by 2024 .</p>	<p>KCWP 2 Design and Deliver Instruction</p> <p>Characteristics of Highly Effective Teaching and Learning (practice)</p>	MAP assessments and classroom work analyzed in PLCs.	Results of student progress	Principal, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
		Working with a district team to choose a new high quality social studies series.	Planning PLCs	Principal, Individual Teachers	N/A
	KCWP 4 Review, Analyze, Apply Data Results:	MAP Assessment Benchmarks	Student Data	Principal, Individual Teachers, Student Data Teams	Title I
	Data Driven Instruction (process)	Students arranged in groups based on current data and student need.	PLC Meeting Minutes and MTSS Documentation	Principal, Individual Teachers, Student Data Teams	N/A
	<p>KCWP 5 Design, Align, Deliver Support Processes (practice)</p> <p>Professional Learning Community</p>	Principal will attend weekly PLC meetings based on agenda focused on the new Powell County Schools Learner Profile (Collaborator, Communicator, Contributor, Critical Thinker) and provide individual instructional coaching when necessary.	Weekly PLC agendas	Principal, Individual Teachers	N/A

Goal 2 (State your science, social studies, and writing goal.):

By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Science from 30% (2023) to 40%.

By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 35% (2023) to 45%.

By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Combined Writing from 37% (2023) to 47%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Increase student attendance by establishing weekly classroom and monthly individual incentives.			
		Regular classroom walkthroughs/coaching sessions implemented by building administrator.	Evidence of change in classroom practice	Principal	N/A
Combined Writing Increase the percentage of students scoring P/D from 37% to 40% by 2024 .	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and classroom work analyzed in PLCs.	Results of student progress	Principal, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
		Implementing new reading HQIR series.	Planning PLCs/ Lesson Plans	Principal, Individual Teachers	N/A
	KCWP 4 Review, Analyze, Apply Data Results: Data Driven Instruction (process)	MAP Assessment Benchmarks	Student Data	Principal, Individual Teachers, Student Data Teams	Title I
		Students arranged in reading groups based on current data and student need.	PLC Meeting Minutes and MTSS Documentation	Principal, Individual Teachers, Student Data Teams	N/A
	KCWP 5 Design, Align, Deliver Support Processes (practice) Professional Learning Community	Principal will attend weekly PLC meetings based on agenda focused on the new Powell County Schools Learner Profile (Collaborator, Communicator, Contributor, Critical Thinker) and provide individual instructional coaching when necessary.	Weekly PLC agendas	Principal, Individual Teachers	N/A

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Science from 30% (2023) to 40%.</p> <p>By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 35% (2023) to 45%.</p> <p>By 2026, Stanton Elementary will increase the percentage of students scoring proficient/distinguished in Combined Writing from 37% (2023) to 47%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Regular classroom walkthroughs/coaching sessions implemented by building administrator.</p> <p>Increase student attendance by establishing weekly classroom and monthly individual incentives.</p>	<p>Evidence of change in classroom practice</p>	<p>Principal</p>	<p>N/A</p>

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
Reading Students with an IEP: decrease the percentage of students scoring Novice on KSA by 3% by 2024.	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and classroom work analyzed in PLCs.	Results of student progress	Principal, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
		Implementing the new Aimsweb+ program	Planning PLCs	Principal, Individual Teachers	ESS
	KCWP 4 Review, Analyze, Apply Data Results:	Map Assessment Benchmarks	Student Data	Principal, Individual Teachers, Student Data Teams	Title I
	Data Driven Instruction (process)	Students arranged in reading groups based on current data and student need.	PLC Meeting Minutes and MTSS Documentation	Principal, Reading Interventionist, Individual Teachers, Student Data Teams	N/A
	KCWP 5 Design, Align, Deliver Support Processes (practice) Professional Learning Community	Principal will attend weekly PLC meetings based on agenda focused on the new Powell County Schools Learner Profile (Collaborator, Communicator, Contributor, Critical Thinker) and provide individual instructional coaching when necessary.	Weekly PLC agendas	Principal, Individual Teachers	N/A
		Regular classroom walkthroughs/coaching sessions implemented by building administrator.	Evidence of change in classroom practice	Principal	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Increase student attendance by establishing weekly classroom and monthly individual incentives.			
Math Students with an IEP: decrease the percentage of students scoring Novice on KSA by 3% by 2024.	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and classroom work analyzed in PLCs.	Results of student progress	Principal, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
		Implementing the new Aimsweb+ program	Planning PLCs	Principal, Individual Teachers	ESS
	KCWP 4 Review, Analyze, Apply Data Results: Data Driven Instruction (process)	Map Assessment Benchmarks	Student Data	Principal, Individual Teachers, Student Data Teams	Title I
		Students arranged in math groups based on current data and student need.	PLC Meeting Minutes and MTSS Documentation	Principal, Math Interventionist, Individual Teachers, Student Data Teams	N/A
	KCWP 5 Design, Align, Deliver Support Processes (practice) Professional Learning Community	Principal will attend weekly PLC meetings based on agenda focused on the new Powell County Schools Learner Profile (Collaborator, Communicator, Contributor, Critical Thinker) and provide individual instructional coaching when necessary.	Weekly PLC agendas	Principal, Individual Teachers	N/A
		Regular classroom walkthroughs/coaching sessions implemented by building administrator. Increase student attendance by establishing weekly classroom and monthly individual incentives.	Evidence of change in classroom practice	Principal	N/A
	KCWP 6: Establishing Learning Culture and Environment	Teachers will improve communication with parents with Class Dojo. Any school activities, good/bad student behavior, etc. will	Better parent involvement in after school activities, better support from home	Principal	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		be communicated with the app and/or phone calls or letters home.			

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, Stanton Elementary will increase the Climate Index for Elementary from 78.4 (2023) to 83.4 and the Safety Index from 71.1 (2023) to 76.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Climate Index Increase the index from 78.4 to 81.4 by 2024.	KCWP 5: Design, Align and Deliver Support Establish a early warning tool committee at each school as part of the MTSS team to provide support and planning around students at-risk based on the early-warning tool factors	<ul style="list-style-type: none"> Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact. Additional follow-up meetings based on the needs of the group to continue and monitor how to utilize the tool and the impact of interventions. 	<ul style="list-style-type: none"> Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data 	<ul style="list-style-type: none"> School level teams and principal monitoring watch lists with school level data 	N/A
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	<ul style="list-style-type: none"> Establish a MTSS team to review and revise the MTSS handbook. 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. 	<ul style="list-style-type: none"> Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data 	<ul style="list-style-type: none"> School level teams and principal monitoring watch lists with school level data 	N/A
Safety Index Increase the index from 71.1 to 74.1 by 2024.	KCWP 5: Design, Align and Deliver Support Establish a early warning tool committee at each school as part of the MTSS team to provide support and planning around students at-risk based on the early-warning tool factors	<ul style="list-style-type: none"> Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact. Additional follow-up meetings based on the needs of the group to continue and monitor how to utilize the tool and the impact of interventions. 	<ul style="list-style-type: none"> Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data 	<ul style="list-style-type: none"> School level teams and principal monitoring watch lists with school level data 	N/A
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	<ul style="list-style-type: none"> Establish a MTSS team to review and revise the MTSS handbook. 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. 	<ul style="list-style-type: none"> Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data 	<ul style="list-style-type: none"> School level teams and principal monitoring watch lists with school level data 	N/A

Goal 5 (State your climate and safety goal.): By 2026, Stanton Elementary will increase the Climate Index for Elementary from 78.4 (2023) to 83.4 and the Safety Index from 71.1 (2023) to 76.1.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:

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](#). 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](#)” resource available on KDE’s [Evidence-based Practices website](#). 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.	<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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

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](#). 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](#)” resource available on KDE’s [Evidence-based Practices website](#). 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.	<input checked="" type="checkbox"/>
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