

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.

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.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	40.3	(-2.5)
State Assessment Results in science, social studies and writing	36.7	(-9.3)
English Learner Progress		
Quality of School Climate and Safety	61.0	(-2.9)
Postsecondary Readiness (high schools and districts only)	78.1	+1.3
Graduation Rate (high schools and districts only)		

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.					
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 or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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.): <ul style="list-style-type: none"> By 2026 Powell County Middle School will increase the percentage of students scoring Proficient/Distinguished in Reading from 28% to 38%. By 2026 Powell County Middle School will increase the percentage of student scoring Proficient/Distinguished in Math Middle School from 17.11% to 27.11%. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading <ul style="list-style-type: none"> Increase the percentage of students scoring Proficient/Distinguished on KSA from 28% to 31%. 	KCWP 5 Design, Align, Deliver Support Processes	Develop MTSS Academic plan for Tier I, II, III support. NWEA-MAP will be used as Tier I screener	Team Meeting Minutes & Results of student progress on tracking sheet	Dr. Skidmore and Mrs. Merriman	District
		Instructional Leaders and Lead Teachers in the implementation of the new reading series, IntoLit.	Dept. PLC Meeting minutes Instructional Leadership PLC minutes	Dr. Skidmore and Mrs. Merriman	Teacher Stipend Title 1
	KCWP2 Design & Deliver Instruction	2022 Personalized learning for teachers based on individual growth needs and PGP	PD Survey	Dr. Skidmore and Mrs. Merriman	District
		Weekly Instructional PLCs focused on the district PLC agenda and the PLC agenda is used for weekly walkthroughs.	PLC agenda and minutes Walkthrough document Evidence of change in classroom practice	Dr. Skidmore and Mrs. Merriman	\$0
	KCWP 5 Design, Align, Deliver Support Processes KCWP 3,4 Assessment	Reading Interventionists are utilizing research-based methods for their time with students, as well as, participating in KY training specific to their needs. They are also using co-teaching models to work inside the classrooms.	Data Tracking that is being maintained by the Interventionist and through RTI data tracking. Intervention tracking	Dr. Skidmore and Mrs. Merriman Reading Interventionist	ESSER District
		Teachers will work with building-level administration to use Student Data reports from classroom assessments as well as MAP to help plan instruction according to vital standards so that we may plan specific, intentional instruction	Data Tracking that is being maintained by the Interventionist and through RTI data tracking. Intervention tracking	Dr. Skidmore and Mrs. Merriman Mrs. Spencer and Ms. Mays	District Title 1
			Team Meeting Minutes & Results of student	Dr. Skidmore and Mrs. Merriman	District Title 1

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Math <ul style="list-style-type: none"> Increase the percentage of students scoring Proficient/Distinguished on KSA 26.17% to 29.17%. 	KCWP 5 Design, Align, Deliver Support Processes	Develop MTSS Academic plan for Tier I, II, III support. NWEA-MAP will be used as Tier I screener	progress on tracking sheet		District Title 1
		Instructional Leaders and Lead Teachers in the implementation of the new reading series, Reveal.	Dept. PLC Meeting minutes Instructional Leadership PLC minutes	Dr. Skidmore and Mrs. Merriman	Teacher Stipend
	KCWP2 Design & Deliver Instruction	Partnership with KDE and ANET to complete Math Pilot with Department Leaders to implement the new math series, Reveal.	Walkthrough document Evidence of change in classroom practice Math PLC agenda/minutes	Dr. Skidmore and Mrs. Merriman	District
		2022 Personalized learning for teachers based on individual growth needs and PGP	PD Survey	Dr. Skidmore and Mrs. Merriman	District
	KCWP 5 Design, Align, Deliver Support Processes KCWP 3,4 Assessment	Weekly Instructional PLCs focused on the district PLC agenda and the PLC agenda is used for weekly walkthroughs. Utilization of the math walk through tool.	PLC agenda and minutes Walkthrough document Evidence of change in classroom practice	Dr. Skidmore and Mrs. Merriman	\$0
		Teachers will work with building-level administration to use Student Data reports from classroom assessments and MAP to help plan instruction according to vital standards so that we may plan specific, intentional instruction	Data Tracking that is being maintained by the Interventionist and through RTI data tracking. Intervention tracking	Dr. Skidmore and Mrs. Merriman	District Title 1

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

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none">By 2026, PCMS will increase the percentage of students scoring Proficient/Distinguished in Science from 5% to 25%By 2026, PCMS will increase the percentage of students scoring proficient/distinguished in Social Studies from 19% to 29%,By 2026, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics from 21% to 31%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Science <ul style="list-style-type: none">Increase the percentage of students scoring Proficient/Distinguished on KSA from 5% to 8%.	KCWP 1 Design and Deploy Standards	Science teachers will work through standards to design lessons for effective implementation.	PLC Meeting Minutes Walkthroughs	Dr. Skidmore and Mrs. Merriman	\$0
	KCWP2 Design & Deliver Instruction	Instructional Leaders and Lead Teachers will work together weekly to focus on engaging classroom activities. In-person coaching	Teacher/Principal PLC meeting minutes Walk through	Dr. Skidmore and Mrs. Merriman	Stipend Title 1
		2024 Personalized learning for teachers based on individual growth needs and PGP	Walk throughs PLC meeting minutes	Dr. Skidmore and Mrs. Merriman	District
	KCWP 5 Design, Align, Deliver Support Processes	Principals will work with the Science Department weekly and focus on Instructional Coaching..	Evidence of change in classroom practice	Dr. Skidmore and Mrs. Merriman	Stipend Title 1
		Principals are involved with district admin to better implement and develop productive systems for student success.	Walkthrough Documents	Dr. Skidmore and Mrs. Merriman	District
Objective 2 Social Studies <ul style="list-style-type: none">Increase the percentage of students scoring Proficient/Distinguished on KSA from 19% to 22%.	CWP 1 Design and Deploy Standards	Teachers will work through Dept PLCs in order to align standards and adopt a HQIR for classroom use.		Dr. Skidmore and Mrs. Merriman	Title 1
		SS teachers are working with the district CAO to adopt a resource for use in fall of 2024		Dr. Skidmore and Mrs. Merriman	District
	KCWP2 Design & Deliver Instruction	SS teachers are using the standards as a reference daily and engaging students in learning through a more inquiry based approach.		Dr. Skidmore and Mrs. Merriman	District

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none">By 2026, PCMS will increase the percentage of students scoring Proficient/Distinguished in Science from 5% to 25%By 2026, PCMS will increase the percentage of students scoring proficient/distinguished in Social Studies from 19% to 29%,By 2026, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics from 21% to 31%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Combined Writing <ul style="list-style-type: none">Increase the percentage of students scoring Proficient/Distinguished on KSA from 21% to 24%.	KCWP 5 Design, Align, Deliver Support Processes	Revision of SBDM Writing Policy.			
				Dr. Skidmore and Mrs. Merriman and SBDM	\$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives). 40

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading <ul style="list-style-type: none">Decrease the percentage of students scoring Novice on KSA from 65% to 55%	KCWP 2 Design & Deliver Instruction	Progress monitoring systems in Infinite Campus	Growth on IEP Goals and objectives	Dr. Skidmore and Mrs. Merriman ECE Staff	District
		TSI Stakeholder Committee will analyze data and implement research based strategies to enhance success in the classroom.	Committee meeting minutes	Dr. Skidmore and Mrs. Merriman ECE Staff	\$0
	KCWP 5 Design, Align, Deliver Support Processes	Station Teaching in Co-teaching classrooms	Evidence of change in classroom practice will be observed Evidence in PLCs of co-teaching planning	Dr. Skidmore and Mrs. Merriman ECE Staff	District
		UFLI training and implementation	Growth on IEP Goals and objectives Walk through document PLC Minutes	Dr. Skidmore and Mrs. Merriman ECE Staff	District
Objective 2 Math <ul style="list-style-type: none">Decrease the percentage of students scoring Novice on KSA from 63% to 50%	KCWP 2 Design & Deliver Instruction	Progress monitoring systems in Infinite Campus	Growth on IEP Goals and objectives	Dr. Skidmore and Mrs. Merriman ECE Staff	District
		TSI Stakeholder Committee will analyze data and implement research based strategies to enhance success in the classroom.	Committee meeting minutes	Dr. Skidmore and Mrs. Merriman ECE Staff	\$0
	KCWP 5 Design, Align, Deliver Support Processes	Station Teaching in Co-teaching classrooms	Evidence of change in classroom practice will be observed Evidence in PLCs of co-teaching planning	Dr. Skidmore and Mrs. Merriman ECE Staff	District
		UFLI training and implementation	Growth on IEP Goals and objectives	Dr. Skidmore and Mrs. Merriman ECE Staff	District

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <ul style="list-style-type: none">● EL students will progress 0.5 level on the ACCESS assessment.	KCWP 5: Design, Align and Deliver Support	In school ESS daytime waiver	Student achievement on ACCESS and other forms of assessment	ESS teacher and coordinator Intervention tab in IC	District
		Utilization of English learning support programs in Reveal and IntoLit to improve student acquisition of the English language.	PLC agendas and lessons supporting student agency, equity, and understanding Classroom observations (formal/informal) with walk-through tool	Dr. Skidmore and Mrs. Merriman	District

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): <ul style="list-style-type: none">By 2026, PCMS will increase the Climate Index from 58.1 to 68.1.By 2026, PCMS will increase the Safety Index from 61.0 to 71.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Climate Index <ul style="list-style-type: none">Increase the Climate Index from 58.1 to 61.	KCWP 5: Design, Align and Deliver Support	Implementation of PBIS Rewards	Improve student indicators in the early warning tool. Climate & Safety Index Behavior data	Dr. Skidmore and Mrs. Merriman and MTSS Committee	Title 1
	KCWP 5: Design, Align and Deliver Support	CREW time will be implemented daily with SEL activities.	Improve student indicators in the early warning tool. Climate & Safety Index Behavior data	Dr. Skidmore and Mrs. Merriman and MTSS Committee	Title 1 PRI
	KCWP 5: Design, Align and Deliver Support	MTSS Committee monitors how to utilize various data reports through IC and MTSS and the impact of interventions.	Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data	Dr. Skidmore and Mrs. Merriman and MTSS Committee	\$0
Objective 2 Safety Index <ul style="list-style-type: none">Increase the Safety Index from 61 to 64.	KCWP 5: Design, Align and Deliver Support	Implementation of PBIS Rewards and Navigation 360 for SEL	Improve student indicators in the early warning tool. Climate & Safety Index Behavior data	Dr. Skidmore and Mrs. Merriman and MTSS Committee	Title 1
	KCWP 5: Design, Align and Deliver Support	CREW time will be implemented daily with SEL activities.	Improve student indicators in the early warning tool. Climate & Safety Index Behavior data	Dr. Skidmore and Mrs. Merriman and MTSS Committee	\$0
	KCWP 5: Design, Align and Deliver Support	MTSS Committee monitors how to utilize various data reports through IC and MTSS and the impact of interventions.	Improve student indicators in the early warning tool. Graduation Rate Climate & Safety Index Behavior data	Dr. Skidmore and Mrs. Merriman and MTSS Committee	\$0

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:
<p>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?</p> <p>Response: The underperforming sub-group identified by the KSA Assessment is students with IEPs, so this particular subgroup was specifically addressed in the Achievement Gap goals, objective, and activities. In addition, we are working toward utilizing team leaders within our grade level pods and content departments to work with administrators to effectively target student academic gaps and put into place supports that are evidence/research-based and will ideally raise the caliber of learning for students. This will take place through regular data tracking meetings, progress monitoring for staff and students, instructional PLCs, district Leadership PLCs, and partnerships with KDE, ANET, and the Institute of Personalized Learning to create quality instruction for students and help close the achievement gap. Data tracking will be used to create tiered support for students.</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: This year we looked at our overall master schedule so that we may use push-in and pull-out research-based instructional techniques to help students learn in their least restrictive environment. This helped us to more effectively use our ECE staff and the time they spend with students. In addition, we are learning to better use diagnostic assessment data in order to be proactive and identify and remedy achievement gaps before they become even more severe. We will also allocate money where needed in addition to the funding we have already set aside to address the learning needs of our ECE students.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response: The learning culture of our identified subgroup, through multiple measures including the School Climate and Safety Index and Culture surveys, show that students feel as though satisfactory supports are in place for them and that ample support is afforded to them in the form of instructional resources and quality instruction. However, this does also show that we need to look at and revise the resources and materials we are using in instruction to create a rigorous work environment and to ensure that students have access not only to quality instruction but to quality resources inside the classroom on a consistent basis.</p>
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: In order to better monitor the progress of our ECE students and the education they have access to, we created a new master schedule for the school that allows teachers to create and maintain a feasible working relationship with their teachers that affords them immediate access to additional support personnel when they need it. In addition, we are reviewing our instructional materials and selecting and utilized research based materials in order to close achievement gaps. This information is monitored through instructional PLCs on a regularly basis.

ECE staff will utilize UFLI in order to provide direct instruction to our ECE population.

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	Uploade d 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
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