Southgate Independent School District – Southgate Public School

Comprehensive District Improvement Plan (CDIP) & 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.

The priority areas at Southgate Public School are both reading and math at the elementary level. Although we've focused on these respective areas there is still much work to occur when it comes to our novice reduction percentages and our percentages for scoring proficient and distinguished. We will continue to utilize research-based programs when it comes to providing appropriate interventions for students not scoring at grade level benchmarks. The school needs to particularly focus on the following subgroups: Economically Disadvantaged and Students with Disabilities. The school will continue to administer the MAP assessment three times a year (fall, winter, and spring) while administering a culture and climate survey as well. The priority areas at the middle school level are both reading and math as well. Progress is being made at the middle school level (i.e. 8th grade – reading, social studies, and combined writing), but we need to focus on the following subgroups: Economically Disadvantage and Students with Disabilities. We will continue to utilize research-based programs along with ability-based student groupings for the elective classes to address those not performing at grade level standards.

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.

The focus at Southgate Public School will continue to be on literacy at all grade levels. We will continue to implement Reading Mastery along with the core reading program HMH to address our Tier I and Tier II instructional practices. We are looking to adopt a new K-8 math series that will offer Tier I, Tier II and Tier III instructional resources. Students will continue to take the MAP benchmark assessments during the fall, winter, and spring to identify strengths and areas of growth in reading and math. Students will also be taking a Quality and School Climate Survey multiple times a year to expose students to the format and question structure and gage additional areas of social and emotional needs.

Indicator Scores

Elementary Overall Score- 26.8 **Indicator Label**- Orange
Middle School Overall Score- 71.2 **Indicator Label**- Green

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	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	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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elementary – Low Middle School – Medium	Increase Significantly Increased Significantly
State Assessment Results in science, social studies and writing	Elementary – Medium Middle School - High	No Data Available Increased Significantly
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Elementary – Medium Middle School – High	Increased Increased Significantly
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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
can be multiple objectives for each goal.	improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*				utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: GOAL 1: By the spring of 2025, Southgate Public School will improve the reading and math proficiency indicator from 56.8% to 65% in grades 3-5 and from 71.2% to 80% in grades 6-8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the reading proficiency indicator for students in grades 3-5 on KSA from 38% to 45% during the 2024-2025 school year.	KCWP1: Design & Deploy Standards

KCWP2: Design & Deliver Instruction

KCWP3: Design & Deliver Assessment Literacy

KCWP4: Review, Analyze & Apply Data

KCWP5: Design Align & Deliver Support

KCWP6: Establishing Learning Culture & Environment | Lesson plans, common assessments, curriculum timelines and utilize PLC time for collaborating analyzing instructional plans, documents, and student work

Professional development through NKCES | Weekly lesson plans, district walk-throughs, common assessments, & PLC work samples

Increase attendance in monthly participation of NKCES offered professional development | Analysis of common assessments & student work samples by teachers & principal. -2025

Analysis of professional development tracking sheets by the principal & superintendent. -2025

Individualized Professional Growth Plans to meet staff goals. -2025 | General Funds

SBDM Funds

Title I Funds

Title II Funds

Title III Funds |
| Objective 2: Collaborate to increase the math proficiency indicator for students in grades 3-5 on KSA from 27% to 35% during the 2024-2025 school year. | | | | | |
| Objective 3: Collaborate to increase the reading proficiency indicator for students in grades 6-8 on KSA from 60% to 65% during the 2024-2025 school year. | | Explore adoption of a schoolwide mathematics curriculum K-8 math textbook adoption with a rubric/protocol

Weekly student attendance meetings

MAP Assessment—students will take three MAP assessments each year. Teachers will review the MAP data to provide targeted interventions in reading and math | Student attendance data

Longitudinal assessment data for each grade level, classroom observations, lesson plans, etc. | Analysis of textbook adoption rubrics including overall scores by teachers & leadership team. - 2025

Analysis of MAP data three times of year including classroom observations and lesson plan criteria by teachers & the leadership team. -2025 | Title IV Funds

ESS Funds |
| Objective 4: Collaborate to increase the math proficiency indicator for students in grades 6-8 on KSA from 34% to 50% during the 2024-2025 school year. | | | | | |

Goal 1: GOAL 1: By the spring of 2025, Southgate Public School will improve the reading and math proficiency indicator from 56.8% to 65% in grades 3-5 and from 71.2% to 80% in grades 6-8.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		PLC time will be used to collaborate with intervention specialist to target specific students Parent Teacher Conferences – Fall and Spring Team meetings with specific agendas to drive professional growth and communication. ATM process will be used to target specific students Student/teacher conferences will be conducted for assessment and benchmark goal setting 21st Century Afterschool Program ESS Groups		PLC agendas and notes will be collected by the principal – May 2024 Analysis of parent sign-in sheets for conferences by the teachers & principal. - 2024-2025	

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

Goal 2: By the spring of 2025, Southgate Public School will improve the Separate Indicator score from 19% to 40% in grades 3-5 and from 61% to 75% in grades 6-8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1a: Writing Collaborate to increase the fifth-grade combined writing scores from 12% to 40% during the 2024-2025 school year. Objective 1b: Writing Collaborate to increase the eighth-grade combined writing scores from 76% to 80% during the 2024-2025 school year. Objective 2a: Social Studies Collaborate to increase the fifth-grade social studies index scores from 18% to 40% during the 2024-2025 school year. Objective 2b: Social Studies Collaborate to increase the eighth-grade social studies index scores from 71% to 80% during the 2024-2025 school year. Objective 3a: Science Collaborate to increase the fourth-grade science index scores from 26% to 45%	KCWP1: Design & Deploy Standards KCWP2: Design & Deliver Instruction KCWP3: Design & Deliver Assessment Literacy KCWP4: Review, Analyze & Apply Data KCWP5: Design Align & Deliver Support KCWP6: Establishing Learning Culture & Environment	Implementation and refinement of district writing plan and continuum (K-8 will incorporate On-Demand Writing components) Lesson plans, common assessments, curriculum timelines and utilize PLC time for collaborating analyzing instructional plans, documents, and student work Professional Development specific to content areas. Instructional strategies including live scoring, writing coaching, state released items, state scored rubrics, and scrimmage testing PLC Work and collaboration for On-Demand Writing and student samples Differentiated small group work for Tier I instruction Formative Daily Assessments	Writing plan PLC Writing continuum will reflect writing components for K-8 Weekly lesson plans, district walk-throughs, common assessments, & PLC work samples. Calendar of scheduled events Student work samples & PLCs focused on writing instruction School-wide KSA formatted formative and summative assessments PLC Agenda Calendar	Analysis of curriculum timelines regarding the implementation of the grade level writing standards by teachers & leadership team – 2025 Analysis of common assessments & student work samples by teachers & principal. -2025 Analysis of lesson plans regarding daily writing activities by the principal December. -2025 Analysis of student writing samples during PLC meetings by the teachers & leadership team. - 2025 Analysis of KSA formatted assessments to determine student mastery of the grade level standards by the teachers & leadership team. - 2025 Analysis of PLC agendas by the leadership team. -2025	General Funds SBDM Funds Title I Funds Title II Funds Title III Funds Title IV Funds ESS Funds

Goal 2: By the spring of 2025, Southgate Public School will improve the Separate Indicator score from 19% to 40% in grades 3-5 and from 61% to 75% in grades 6-8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
during the 2024-2025 school year. Objective 3b: Science Collaborate to increase the seventh-grade science index scores from 36% to 50% during the 2024-2025 school year.		STEMscopes Professional Development and Implementation Nearpod Subscription and standard based activities 21st Century Afterschool Program ESS Groups	Teacher Observations and Evaluations		

Goal 2: By the spring of 2025, Southgate Public School will improve the Separate Indicator score from 19% to 40% in grades 3-5 and from 61% to 75% in grades 6-8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	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
Objective 1: Collaborate to increase the reading proficiency rate of gap students with disabilities in grades 3-5 and grades 6-8 from 21% to 23% during the 2024-2025 school year by implementing evidence based instructional strategies and providing targeted interventions to address diverse learning needs. Objective 2: Collaborate to increase the math proficiency rate of gap students with disabilities in grades 3-5 and grades 6-8 from 1% to 5% during the 2024-2025 school year by implementing evidence based instructional strategies and providing targeted interventions to address diverse learning needs.	KCWP1: Design & Deploy Standards KCWP2: Design & Deliver Instruction KCWP3: Design & Deliver Assessment Literacy KCWP4: Review, Analyze & Apply Data KCWP5: Design Align & Deliver Support KCWP6: Establishing Learning Culture & Environment	Use Individual Education Program (IEP) goals to inform instruction. Incorporate differentiated instruction and accommodations into lesson plans. Quarterly review of progress towards IEP goals and objectives to determine if goals are appropriate or need to be changed. Increase targeted differentiated instruction focused on individual student areas of need. Special education staff and general education teachers work collaboratively to modify assignments and assessments to meet student needs. Hold regular and meaningful collaboration opportunities between special education staff and regular education teachers to share information, interventions and strategies, and reflect on collaboration effectiveness. Special education staff and general education teachers attend training sessions together to understand inclusive strategies, behavior management, assistive technology,	Progress monitoring of individual student's IEP goals and objectives. MAP Benchmark Assessments (fall, winter, & spring) Formative & Summative Classroom Assessments in both the regular and special education classrooms. Early Release PLC meetings, professional development opportunities through regional co-op and conferences, and common planning times. Certified evaluation documentation, PD tracking sheets, lesson plans, coordinator schedule, & school master schedule	Use of collaborative tools such as shared spreadsheets or platforms to document accommodations and goal monitoring. IEP goals and objectives will be monitored by special education teachers to be shared with the Director of Special Education, related service personnel and general education teachers - 2025 Related service providers will monitor progress through use of the EzEdMed program to be shared with the Director of Special Education, special education teachers, and general education teachers – 2025 Analysis of schedules, meeting notes, staff trainings by the leadership team – 2025 Analysis of evaluations, PD tracking sheets, lesson plans, & schedules by the principal – 2025	IDEA Funds SEEK Add-on Funds Title I Funds Title II Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		etc., to increase understanding of how to best support special education students in all settings.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): Southgate Public School within the Southgate Independent School District does not receive an EL score because it doesn't have enough students to obtain a respective EL score in this area.					
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 spring of 2025 Southgate Public School will improve the overall index score for the Quality of School Climate and Safety Survey by 15% in grades 3-5 and 6-8.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase mental health support for students.	KCWP6: Establishing Learning Culture & Environment	Terrace Metrics Risk and Resiliency Survey will be conducted twice a year. Create a schoolwide benchmark survey to mimic the QSCS to distribute 3 times a year with the MAP assessment. SEL instruction implementation at minimum 4 days a week for 15 minutes. Participation in mental health grants (SBMH & TISS) through the local education co-op (NKCES). Schoolwide assemblies focused on cultural and SEL awareness.	Demonstrate growth on benchmark assessments for each program, progress monitoring, and placement testing. Survey results based on the QSCS indicators Increase in school-wide assemblies pertaining to cultural and SEL awareness	Assessment data analysis (I.e. Terrace Metrics results, KSA QSCS results, SEL outcome data, etc.) (SBMH and TISS district and school coordinators, Title II coordinator, administrative team, other staff). -2025 Analysis of survey results and identification of appropriate next steps for student success by the leadership team. - 2025 Analysis of assembly offerings to students in elementary and middle school by the leadership team. 2025	SBMH Grant Funds TISS Grant Funds Title II Funds
		Supervise staff pursuing higher education degrees in a mental health field and utilize his/her training to provide support for students	Use data collection to track the number of students assisted by the SBMH grant intern		

Goal 5 (State your climate and safety goal.): By spring of 2025 Southgate Public School will improve the overall index score for the Quality of School Climate and Safety Survey by 15% in grades 3-5 and 6-8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Implement culturally responsive and SEL curricula.	KCWP6: Establishing Learning Culture & Environment	Continue to expose staff to perspectives and ideas on the impact of cultural awareness and SEL topics. CPI training to educate staff on de-escalation strategies and restraint procedures to promote school safety.	PLC Meetings Schoolwide Professional Development	Analysis of PLC agendas and minutes by the principal & teachers –2025 Development and analysis of professional development plan by the Title II coordinator – 2025	Title II Funds Title IV Funds Positive Action Grant Funds
		Make referrals to the appropriate school mental health professionals to provide Tier 2 and Tier 3 social/emotional support		Terrace Metrics scores and behavior referrals	
		Implement staff/student mentoring opportunities to address students flagged at risk emotionally, socially, or academically		Terrace Metrics scores, MAP scores, and KSA scores	

6: Postsecondary Readiness (High School Only)

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

8: Other (Optional)

Goal 8 (State your separate goal.): N/A					
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.	☒
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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:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. 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.

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