

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.

Based on our needs assessment and trend data, our greatest area for growth is our reading and math scores for students with disabilities. 59% of students in the achievement gap scored novice on the Kentucky Summative Assessment (KSA) in reading as opposed to just 27% of non-gap learners. 57% of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in math as opposed to just 30% of non-gap learners. This is consistent with data from 23-24 school year. Our long-term goal over 3 years time is to decrease the percent of students scoring novice in reading and math to 20%. Our one year goal of decreasing the percentage of students scoring novice by 10% will put us at your long term goal in math by 2026 and close to our goal in reading.

Another area for growth is science. Only 24 % of students are scoring proficient/distinguished and from the 21-22 school year to 22-23 school year we had a decrease in growth of -1.4.

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.

Teachers will utilize research –based tools to monitor student growth in skills and standards. They will work to identify individual needs and readiness of students and provide necessary interventions. Instructional leaders will work to enhance knowledge of specific skills that will help reduce novice/apprentice performance. Through the work of PLCs, we will ensure that curricular delivery and assessment measures meet depth of knowledge required by the standards and student needs.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	61.8	-0.7
State Assessment Results in science, social studies and writing	56.4	-5.1
English Learner Progress	NA	NA
Quality of School Climate and Safety	67.4	-6.7
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

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.): From 2022 to 2025, students scoring P/D in Reading will increase from 47% to 67% and in Math from 36% to 56%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, students scoring proficient/distinguished in Reading will increase from 49% to 59%.	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards. They will work to identify individual needs and readiness of students and provide necessary interventions. •KCWP 4: Review, Analyze and Apply Data	Collect data through iReady, state assessments, formative and summative assessments.	Students recording growth goals, iReady reports, Goal setting sheets, % completion in My Path and other online programs	Fall 2025 KSA release, quarterly IReady data, monthly My Path data, formative and summative assessments	District Instructional Funds, ESSER
		Intervention Classes will address students that are below grade level in areas of reading and writing, and students will be identified based on on-going data trends for assessments.	Student data, PLC minutes, walkthrough data	My Path data, PLC data analysis, schedule changes based on data	
	1 teaching position will be allocated to serve students who are not on grade level based on the IReady diagnostic assessments. This position will serve to provide reading interventions to the lowest performing group of students and help them recoup skill deficits. •KCWP1/KCWP2/KCWP3/KCWP4/KCWP5	The reading interventionist teacher will work with students in smaller groups, provide MTSS interventions and collaborate on a regular basis with other content teachers. Additionally, teachers will use programs such as IXL and IReady MyPath to enhance the core instruction in Reading. Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5	Analyzing student IReady data, next steps and instructional groupings	IReady diagnostic data, MTSS teacher’s progress monitoring of goals, MTSS committee minutes	ESSER
Objective 2 By 2025, students scoring proficient/distinguished in Math will increase from 41% to 51%.	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards. They will work to	Collect data through iReady, state assessments, formative and summative assessments.	Students recording growth goals, iReady reports, Goal setting sheets, % completion	Fall 2025 KSA release, quarterly IReady data, monthly My Path data, formative and summative assessments	District Instructional Funds, ESSER

Goal 1 (State your reading and math goal.): From 2022 to 2025, students scoring P/D in Reading will increase from 47% to 67% and in Math from 36% to 56%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	identify individual needs and readiness of students and provide necessary interventions.		in My Path and other online programs		
		Intervention Classes will address students that are below grade level in areas of reading and writing, and students will be identified based on on-going data trends for assessments.	Student data, PLC minutes, walkthrough data	My Path data, PLC data analysis, schedule changes based on data	
	1 teaching position will be allocated to serve students who are not on grade level based on the IReady diagnostic assessments. This position will serve to provide math interventions to the lowest performing group of students and help them recoup skill deficits. KCWP1/KCWP2/KCWP3/KCWP4/KCWP5	The math interventionist teacher will work with students in smaller groups, provide MTSS interventions and collaborate on a regular basis with other content teachers. Additionally, teachers will use programs such as IXL and IReady MyPath to enhance the core instruction in Math. Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5	Analyzing student IReady data, next steps and instructional groupings	IReady diagnostic data, MTSS teacher's progress monitoring of goals, MTSS committee minutes	ESSER

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

Goal 2 (State your science, social studies, and writing goal.): From 2022 to 2025, students scoring proficient/distinguished in Science will increase from 30% to 50%, Social Studies will increase from 32% to 52%, and Writing will increase from 33% to 53%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, students scoring proficient/distinguished in Science will increase from 24% to 34%.	Design and Deploy standards classroom activities. KCWP1	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Analyzing student data (formative and summative assessments, KSA data), PLC minutes and walkthrough data	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds
		Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets and assessment measures.	PLC Minutes	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds
	PLC's- teachers will meet on a monthly basis to discuss formative and summative assessments, curriculum alignment and instructional strategies both at the local and district level.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards by the way of peer observations, formal and informal observations, and classroom data. Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases and arrival at standards mastery.	Analyzing student data (formative and summative assessments, KSA data), PLC minutes and walkthrough data	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds
		Provide opportunities at the district level for all science teachers to collaborate. Ensure ongoing professional	Analyzing student data (formative and summative assessments, KSA data), PLC minutes	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds

Goal 2 (State your science, social studies, and writing goal.): From 2022 to 2025, students scoring proficient/distinguished in Science will increase from 30% to 50%, Social Studies will increase from 32% to 52%, and Writing will increase from 33% to 53%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	and walkthrough data		
Objective 2 By 2025, students scoring proficient/distinguished in Social Studies will increase from 34% to 44%.	Design and Deploy standards classroom activities. KCWP1	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Analyzing student data (formative and summative assessments, KSA data), PLC minutes and walkthrough data	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds
		Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets and assessment measures.	PLC Minutes	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds
	PLC's- teachers will meet on a monthly basis to discuss formative and summative assessments, curriculum alignment and instructional strategies both at the local and district level.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards by the way of peer observations, formal and informal observations, and classroom data. Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and	Analyzing student data (formative and summative assessments, KSA data), PLC minutes and walkthrough data	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds

Goal 2 (State your science, social studies, and writing goal.): From 2022 to 2025, students scoring proficient/distinguished in Science will increase from 30% to 50%, Social Studies will increase from 32% to 52%, and Writing will increase from 33% to 53%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		gradual release phases and arrival at standards mastery.			
		Provide opportunities at the district level for all social studies teachers to collaborate.	Analyzing student data (formative and summative assessments, KSA data), PLC minutes and walkthrough data	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.			

Objective 3 By 2025, students scoring proficient/distinguished in Writing will increase from 44% to 54%.	Design and Deploy standards classroom activities. KCWP1	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Analyzing student data (formative and summative assessments, KSA data), PLC minutes and walkthrough data	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds
		Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets and assessment measures.	PLC Minutes	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds
	PLC's- teachers will meet on a monthly basis to discuss formative and summative assessments, curriculum	Ensure monitoring measures are in place to support high fidelity in teaching to the standards by the way of peer observations, formal	Analyzing student data (formative and summative assessments, KSA	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds

	alignment and instructional strategies both at the local and district level.	and informal observations, and classroom data. Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases and arrival at standards mastery.	data), PLC minutes and walkthrough data		
		Provide opportunities at the district level for all LA teachers to collaborate. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures meet depth of knowledge required by the standards and student needs.	Analyzing student data (formative and summative assessments, KSA data), PLC minutes and walkthrough data	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	General Funds

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 By 2025, Students with Disabilities scoring novice in Reading will decrease from 59% to 49%.	MTSS Interventions: Students identified as being in the 16 th percentile or below will receive additional support in reading.	SpEd Extension teachers will work with students using IReady MyPath and IXL programs to individualize support for students and target skill deficits. These teachers will conduct progress monitoring on students to ensure they are meeting goals or are moving towards special education identification. KCWP1/KCWP2/KCWP3/KCWP4 /KCWP5	Analyzing student progress monitoring data in MTSS classes, iReady growth, and KSA scores	IReady diagnostic data, MTSS teacher's progress monitoring of goals, MTSS committee minutes	ESSER
	Students who are below grade level but do not meet the 16 th percentile or below mark will receive interventions in an extension class through IReady MyPath. Students will also receive interventions from their regular ELA teacher and through the ESS program.	Extension teachers will work with students using IReady MyPath and IXL programs to individualize support for students and target skill deficits. Any student who is below grade level will be invited to attend the ESS program after school. Regular ELA teachers will use IReady diagnostic data to differentiate instruction within the regular ELA classroom.	Formative and summative assessments, grades, iReady growth, and KSA scores	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	ESSER / ESS Funding
Objective 2 By 2025, Students with Disabilities scoring novice in Math will decrease from 57% to 47%.	MTSS Interventions: Students identified as being in the 16 th percentile or below will receive additional support in math.	SpEd Extension teachers will work with students using IReady MyPath and IXL programs to individualize support for students and target skill deficits. These teachers will	Analyzing student progress monitoring data in MTSS classes, iReady growth, and KSA scores	IReady diagnostic data, MTSS teacher's progress monitoring of goals, MTSS committee minutes	ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		conduct progress monitoring on students to ensure they are meeting goals or are moving towards special education identification. KCWP1/KCWP2/KCWP3/KCWP4 /KCWP5			
	Students who are below grade level but do not meet the 16 th percentile or below mark will receive interventions in an extension class through IReady MyPath. Students will also receive interventions from their regular math teacher and through the ESS program.	Extension teachers will work with students using IReady MyPath and IXL programs to individualize support for students and target skill deficits. Any student who is below grade level will be invited to attend the ESS program after school. Regular math teachers will use IReady diagnostic data to differentiate instruction within the regular math classroom.	Formative and summative assessments, grades, iReady growth, and KSA scores	Fall 2025 KSA release, PLC data analysis and agendas, classroom assessment data	ESSER / ESS Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, the English Learner Progress Indicator will increase from 17/low to 31/high.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, the English Learner Progress Indicator will increase from 10.6/very low to 16/low.	KCWP 2: Design & Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. <i>(To include but not limited to: EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education)</i> <i>Carousel of Ideas (Elementary Curriculum)</i> <i>Champion of Idea (MS and HS Curriculum)</i>	State Assessment Results ACCESS Test Results MODEL Assessment I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2025: State Assessment Score Release, School Report Card, ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS District Instructional Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, the Quality and School Climate and Safety indicator will increase from 74.1/high to 80.0/very high.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, our Climate Index score will increase from 70.7 to 75.7.	Team Leaders and administration will work with all stakeholders to receive feedback and recommendations to improve school climate. KCWP 6	Laker Connect Mentor/Advisory groups, Title I Parent Events, Field Trips, PBIS Laker Store, End of trimester rewards, various other parent involvement events (Data Night, Science Night, Band Concerts, etc).	Admin team meetings & PBIS Committee meetings, reduction in points/referrals, an increase in NTN Culture Survey data/feedback	Infinite Campus Tableau Discipline Data, NTN Culture Survey, Check N Connect Data, Student Council Minutes, parent attendance at family nights	General Funds, Title I
Objective 2 By 2025, our Safety Index score will increase from 64.0 to 69.0.	Our school will collaborate with all stakeholders to improve safety measures and ensure staff and students feel safe within our school. KCWP 6	Teachers will receive training on effective supervision, discipline data will be examined to find trouble spots within the school, all classrooms will be labeled with teacher name, subject, and room number, additional cameras will be installed, school safety plan will be reviewed at least twice annually, use of School Gate Guardian software at front desk for visitors, full time School Resource Officer on grounds.	Student, parent, and teacher survey data throughout the year, feedback from local law enforcement and SRO, IC behavior data and incident report data	PLCs and PD agendas, discipline data, signage outside classrooms, receipts for cameras, SBDM minutes	General Funds, ESSER

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.	☒
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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.

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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