

## 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.

Approximately 75% of students in grades 3-5 are performing below grade level in reading; 80% of students in grades 3-5 are performing below grade level.  
Approximately 80% of students in grades 3-5 are performing below grade level in math.  
Approximately 90% of students in the achievement gap “disability with IEP” scored below proficiency in the areas of reading and math.

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.

KCWP 2: Research based curriculum, best/high yield teaching strategies/practices, intentional and focused feedback  
KCWP 4: Review and apply formative and summative assessment results to inform decisions and drive instruction.  
KCWP 6: Culturally and socially responsive teaching practices, goal setting, and self-assessments.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	40.9	-1.0
State Assessment Results in science, social studies and writing	41.5	-4.9
English Learner Progress		
Quality of School Climate and Safety	71.4	1.0
Postsecondary Readiness (high schools and districts only)		
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 <a href="#">Kentucky’s six (6) Key Core Work Processes</a> 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: By 2026, student scoring proficient/distinguished in Reading will increase from 27% to 47% and in Math from 18% to 38%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, students scoring proficient/distinguished in READING will increase from 27% to 37%.	Employ a process to ensure that teachers determine and use the most appropriate/effective instructional strategies. KCWP #2	Teacher training in best practices/high yield strategies and student engagement. Teacher training/retraining in Orton-Gillingham and Morphology strategies. Intentional planning with focus on implementing active student engagement strategies. Review/revisit active engagement strategies throughout the year.	Analysis of walkthrough data, lesson plan review, task analysis during PLCs and CIA committee meetings.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I
	Employ a process to ensure that assessment results are used appropriately to propel student achievement. KCWP #4	Implement effective data collection efforts utilizing formative collection tools. Use classroom assessments to inform teacher's instructional decisions. Teacher training on data analysis and next steps.	Analysis of data collection during PLCs and CIA meetings. Analysis of walkthrough data.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I
	Employ a process to facilitate student ownership of learning. KCWP #2	Teacher use of success criteria. Use student goal setting, self- assessment, and student conferences within the classroom. Teacher training on student goal setting, self-assessment, intentional feedback, and student conferences.	Analysis of walkthrough data. Analysis of student goal setting and attainment.	Walkthrough data , PLC agendas/minutes, CIA committee agendas/minutes, lesson plans	PPA, Title I
Objective 2: By 2025, students scoring proficient/distinguished in MATH will increase from 18% to 28%.	Employ a process to ensure that teachers determine and use the most appropriate/effective instructional strategies. KCWP #2	Teacher training in best practices/high yield strategies and student engagement. Teacher training/retraining in foundational numeracy and task analysis. Intentional planning with focus on implementing active student engagement strategies. Review/revisit active engagement strategies throughout the year.	Analysis of walkthrough data, lesson plan review, task analysis during PLCs and CIA committee meetings.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I
	Employ a process to ensure that assessment results are used	Implement effective data collection efforts utilizing formative collection tools. Use classroom assessments to	Analysis of data collection during PLCs and CIA meetings.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee	PPA, Title I

Goal 1: By 2026, student scoring proficient/distinguished in Reading will increase from 27% to 47% and in Math from 18% to 38%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	appropriately to propel student achievement. KCWP #4	inform teacher’s instructional decisions. Teacher training on data analysis and next steps.	Analysis of walkthrough data.	meeting agendas/minutes, walkthrough analysis	
	Employ a process to facilitate student ownership of learning. KCWP #2	Teacher use of success criteria. Use student goal setting, self- assessment, and student conferences within the classroom. Teacher training on student goal setting, self-assessment, intentional feedback, and student conferences.	Analysis of walkthrough data. Analysis of student goal setting and attainment.	Walkthrough data , PLC agendas/minutes, CIA committee agendas/minutes, lesson plans	PPA, Title I

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

<p>Goal 2: By 2026, the number of students scoring Novice in SCIENCE will decrease by 20%.</p> <p>By 2026, the number of students scoring proficient/distinguished in SOCIAL STUDIES will increase from 21% to 41%.</p> <p>By 2026, the number of students scoring proficient/distinguished in COMBINED WRITING will increase from 19% to 39%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, the number of students scoring novice in SCIENCE will decrease by 10%.	Employ a process to ensure that teachers determine and use the most appropriate/effective instructional strategies. KCWP #2	Teacher training in best practices/high yield strategies and student engagement. Teacher training/retraining in Discovery Ed, SOS, and PBL strategies. Intentional planning with focus on implementing active student engagement strategies. Review/revisit active engagement strategies throughout the year. Provide opportunities for science exploration.	Analysis of walkthrough data, lesson plan review, task analysis during PLCs and CIA committee meetings.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I
	Employ a process to ensure that assessment results are used appropriately to propel student achievement. KCWP #4	Implement effective data collection efforts utilizing formative collection tools. Use classroom assessments to inform teacher's instructional decisions. Teacher training on data analysis and next steps.	Analysis of data collection during PLCs and CIA meetings. Analysis of walkthrough data.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I
	Employ a process to facilitate student ownership of learning. KCWP #2	Teacher use of success criteria. Use student goal setting, self- assessment, and student conferences within the classroom. Teacher training on student goal setting, self-assessment, intentional feedback, and student conferences.	Analysis of walkthrough data. Analysis of student goal setting and attainment.	Walkthrough data , PLC agendas/minutes, CIA committee agendas/minutes, lesson plans	PPA, Title I
Objective 2: By 2025, the number of students scoring proficient/distinguished in SOCIAL STUDIES will increase from 21% to 31%.	Employ a process to ensure that teachers determine and use the most appropriate/effective instructional strategies. KCWP #2	Teacher training in best practices/high yield strategies and student engagement. Teacher training/retraining in Discovery Ed, SOS, and PBL strategies. Intentional planning with focus on implementing active student engagement strategies. Review/revisit active engagement strategies throughout the year.	Analysis of walkthrough data, lesson plan review, task analysis during PLCs and CIA committee meetings.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I

Goal 2: By 2026, the number of students scoring Novice in SCIENCE will decrease by 20%.

By 2026, the number of students scoring proficient/distinguished in SOCIAL STUDIES will increase from 21% to 41%.

By 2026, the number of students scoring proficient/distinguished in COMBINED WRITING will increase from 19% to 39%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide opportunities for social studies exploration.			
	Employ a process to ensure that assessment results are used appropriately to propel student achievement. KCWP #4	Implement effective data collection efforts utilizing formative collection tools. Use classroom assessments to inform teacher's instructional decisions. Teacher training on data analysis and next steps.	Analysis of data collection during PLCs and CIA meetings. Analysis of walkthrough data.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I
	Employ a process to facilitate student ownership of learning. KCWP #2	Teacher use of success criteria. Use student goal setting, self- assessment, and student conferences within the classroom. Teacher training on student goal setting, self-assessment, intentional feedback, and student conferences.	Analysis of walkthrough data. Analysis of student goal setting and attainment.	Walkthrough data , PLC agendas/minutes, CIA committee agendas/minutes, lesson plans	PPA, Title I
By 2025, the number of students scoring proficient/distinguished in COMBINED WRITING will increase from 19% to 29%.	Employ a process to ensure that teachers determine and use the most appropriate/effective instructional strategies. KCWP #2	Teacher training in best practices/high yield strategies and student engagement. Teacher training/retraining in specific writing strategies. Intentional planning with focus on implementing active student engagement strategies. Review/revisit active engagement strategies throughout the year. Explore/provide authentic writing opportunities.	Analysis of walkthrough data, lesson plan review, task analysis during PLCs and CIA committee meetings.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I
	Employ a process to ensure that assessment results are used appropriately to propel student achievement. KCWP #4	Implement effective data collection efforts utilizing formative collection tools. Use classroom assessments to inform teacher's instructional decisions. Teacher training on data analysis and next steps.	Analysis of data collection during PLCs and CIA meetings. Analysis of walkthrough data.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I
	Employ a process to facilitate student ownership of learning. KCWP #2	Teacher use of success criteria. Use student goal setting, self- assessment, and student conferences within the	Analysis of walkthrough data. Analysis of student	Walkthrough data , PLC agendas/minutes, CIA committee agendas/minutes, lesson plans	PPA, Title I



Goal 2: By 2026, the number of students scoring Novice in SCIENCE will decrease by 20%.  
By 2026, the number of students scoring proficient/distinguished in SOCIAL STUDIES will increase from 21% to 41%.  
By 2026, the number of students scoring proficient/distinguished in COMBINED WRITING will increase from 19% to 39%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		classroom. Teacher training on student goal setting, self-assessment, intentional feedback, and student conferences.	goal setting and attainment.		

### 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, the number of students with disabilities scoring proficient/distinguished in READING will increase from 8% to 18%.	Employ a process to ensure that teachers determine and use the most appropriate/effective instructional strategies. KCWP #2	Teacher training in best practices/high yield strategies and student engagement. Teacher training/retraining in co-teaching models. Teacher training/retraining in Orton- Gillingham and PBL strategies. Intentional planning with focus on implementing active student engagement strategies. Review/revisit active engagement strategies throughout the year.	Analysis of walkthrough data, lesson plan review, task analysis during PLCs and CIA committee meetings.	State Assessment results, student progress monitoring, lesson plans, walkthrough data.	PPA, Title I, District Special Education Funds
	Employ a process to ensure that assessment results are used appropriately to propel student achievement. KCWP #4	Implement effective data collection efforts utilizing formative collection tools. Use student/classroom assessments to inform teacher's instructional decisions. Teacher training on data analysis and next steps.	Analysis of data collection during PLCs and CIA meetings. Analysis of walkthrough data.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I, District Special Education Funds
	Employ a process to facilitate student ownership of learning. KCWP #2	Teacher use of success criteria. Use student goal setting, self- assessment, and student conferences within the classroom. Teacher training on student goal setting, self-assessment, intentional feedback, and student conferences.	Analysis of walkthrough data. Analysis of student goal setting and attainment.	Walkthrough data , PLC agendas/minutes, CIA committee agendas/minutes, lesson plans	PPA, Title I, District Special Education Funds
Objective 2: By 2025, the number of students with disabilities scoring proficient/distinguished in	Employ a process to ensure that teachers determine and use the most appropriate/effective instructional strategies. KCWP #2	Teacher training in best practices/high yield strategies and student engagement. Teacher training/retraining in foundational numeracy, task analysis, and PBL	Analysis of walkthrough data, lesson plan review, task analysis during PLCs and CIA committee meetings.	State Assessment results, student progress monitoring, lesson plans, walkthrough data.	PPA, Title I, District Special Education Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
MATH will increase from 6% to 16%.		strategies. Intentional planning with focus on implementing active student engagement strategies. Review/revisit active engagement strategies throughout the year.			
	Employ a process to ensure that assessment results are used appropriately to propel student achievement. KCWP #4	Implement effective data collection efforts utilizing formative collection tools. Use classroom assessments to inform teacher’s instructional decisions. Teacher training on data analysis and next steps.	Analysis of data collection during PLCs and CIA meetings. Analysis of walkthrough data.	State assessment results, common assessment results, weekly PLC agendas/minutes, monthly CIA committee meeting agendas/minutes, walkthrough analysis	PPA, Title I, District Special Education Funds
	Employ a process to facilitate student ownership of learning. KCWP #2	Teacher use of success criteria. Use student goal setting, self- assessment, and student conferences within the classroom. Teacher training on student goal setting, self-assessment, intentional feedback, and student conferences.	Analysis of walkthrough data. Analysis of student goal setting and attainment.	Walkthrough data	PPA, Title I, District Special Education Funds
Objective 3					

## 4: English Learner Progress

Goal 4: By 2026, the English Learner Progress Indicator will increase from 59.3/High to 69.3/Very High.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, the English Learner Progress Indicator will increase from 59.3/High to 69.3/Very High.	KCWP #2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students (to include but not limited to: El Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom visits, Thoughtful Education, Carousel of Ideas).	State Assessment results, ACCESS test results, MODEL assessment & I-Ready results, PLC agendas, Professional Development, Walkthroughs, Data/monitoring forms	Fall 2024: State assessment results, School report card, ATSI/CSI identification  Quarterly: District Assessment Data	Title I Title II Title III ESS District
Objective 2					

5: Quality of School Climate and Safety

Goal 5: By 2026, the Quality of School Climate and Safety indicator will increase from a 71.4/Low to a 77.0/High.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, the Climate Index Score will increase from a 74.4 to 75.4.	Employ a process to ensure the effective implementation and monitoring of character education practices. KCWP #6	Ensure that SEL curricular delivery includes, but is not limited to character education, character development, and clearly defined social/behavior expectations (Sanford Harmony, Close Gap, Aperture, PBIS, KARE committee, the Toolbox Project, Behavior MTSS). Teacher training/retraining in culturally and socially responsive teaching practices.	State assessment results, behavior data analysis, internal survey results (PBIS, trusted adult), Aperture results, Close Gap data	State assessment results, committee agendas/minutes (KARE, MTSS), Aperture and Close Gap data analysis.	PPA, Title I
Objective 2: By 2025, the Safety Index Score will increase from 68.2 to 63.2.	Employ a process to ensure the effective implementation of anti-bullying policies, procedures, and programming. KCWP #6	Ensure that SEL curricular delivery includes, but is not limited to character education, character development, and clearly defined social/behavior expectations (Sanford Harmony, Close Gap, Aperture, PBIS, KARE committee, the Toolbox Project, Behavior MTSS). Staff training/retraining anti-bullying policies, procedures, and practices.	State assessment results, behavior data analysis, internal survey results (PBIS, trusted adult), Aperture results, Close Gap data	State assessment results, committee agendas/minutes (KARE, MTSS), Aperture and Close Gap data analysis.	PPA, Title I

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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <p><b>Consider:</b> 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><b>Response:</b> Using I-ready decile chart and projected proficiency data to identify students below the 50<sup>th</sup> percentile; novice reduction initiatives, Foundational numeracy initiatives, co-teach walkthroughs</p>
<p><b>Identification of Critical Resources Inequities:</b></p> <p><b>Consider:</b> 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><b>Response:</b> The special education schedule drives the master schedule to maximize staff; schedule adjustments occur as needed; common planning for co-teaching teams with weekly support from special education consultant; dedicated/focused weekly co-teach planning using documents that illustrate shared planning responsibilities.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p> <p><b>Consider:</b> 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><b>Response:</b> Review of KCWP through special education lens annually; monitoring of appropriate accommodations provided for instructional tasks; access to grade level standards; special education teachers are trained in and use district/school approved and provided curriculum.</p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p> <p><b>Consider:</b> 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?</p> <p><b>Response:</b> Teacher training/retraining in best practices/high yield teaching strategies, student engagement strategies, and task analysis; lessons designed to follow the gradual release of responsibility model; multi-sensory strategies; station/small group teaching; teacher training/retraining in approved curriculum; walkthrough data; state assessment results.</p> <p><b>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.</b></p>

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Orton-Gillingham	Ritchy, K.D. & Goeke, J.L (2006). Orton-Gillingham based reading instruction: A review of the literature. Journal of Special Education, 40(3), 171-183. 5 reported that the OG instruction was more effective than were comparison or control interventions for all measured outcomes.	<input checked="" type="checkbox"/>
Small Group Learning	Small Group Learning (co-teaching practices we prioritize) – Visible Learning- John Hattie	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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><b>Consider:</b> 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><b>Response:</b></p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> 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><b>Response:</b></p>

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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