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.

A.B. Chandler/s priorities for the 2024-2025 school year are to continue to increase the number of students scoring proficient or distinguished in reading and math, and increasing the number of students scoring proficient or distinguished in socials studies and writing.
- On the 2024 Kentucky Summative Assessment, 54% of 5th grade students scored proficient or distinguished in reading and 57% scored proficient or distinguished in math.
- On the 2024 Kentucky Summative Assessment, 56% of 4th grade students scored proficient or distinguished in reading and 74% scored proficient or distinguished in math.
- On the 2024 Kentucky Summative Assessment, 69% of 3rd grade students scored proficient or distinguished in reading and 66% scored proficient or distinguished in math.
- On the 2024 Kentucky Summative Assessment, 37% of 5th grade students scored proficient or distinguished in social studies and 52% scored proficient or distinguished in writing.

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.

One area that we need additional training and support in is KCWP 1: Design and Deploy Standards. We will meet with each grade level weekly to evaluate the level of attainment of knowledge of each standard for our students. Specific skills and students will be discussed in order to improve instruction and student achievement. We will continue to work on deconstructing standards and vertical alignment so we can address any curriculum gaps in both reading and math.

Another area of need in additional support and training is KCWP 2: Design and Deliver Instruction. We currently use Fountas and Pinnell Classroom, a research based system that allows the teachers to teach culturally responsive reading to all students. We use Math in Focus (2020 Edition) for math curriculum. We are currently meshing this curriculum with evidence based strategies to support understanding, numeracy, and number sense. We continue to have on-going professional development in both reading and math curriculum and strategies.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	81.4	3.7
State Assessment Results in science, social studies and writing	68.2	-2.5
English Learner Progress	NA	NA
Quality of School Climate and Safety	83.5	4.8
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. *Six Sigma, Shipley, Baldridge, etc.*).	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.): A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of reading from 59% to 61% and in math from 65% to 67% on the Kentucky Summative Assessment by May of 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of reading from 59% to 61% on the Kentucky Summative Assessment by May of 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Implement 120 minutes of direct reading instruction in Kindergarten-3rd grades, and 90 minutes in 4th-5th grades. Teachers will use Fountas and Pinnell Classroom to teach responsively to each student, closing the achievement gaps.	Fountas & Pinnell Benchmark Assessment, MAP assessment, STAR testing, 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No Funding
		ESS delivered through daytime waiver will be intentional and focused on improving reading skills for those students that need additional reading support.	Fountas & Pinnell Benchmark Assessment, MAP assessment, STAR testing, 2025 KSA scores	Principal, Instructional Coach, Interventionists, ESS teachers	ESS funds
	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	Professional learning communities meet weekly to discuss student achievement and performance. Adjustments are made to instruction based off of the analysis of work.	Fountas & Pinnell Benchmark Assessment, MAP assessment, STAR testing, 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No Funding
Objective 2: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of math from 65% to 67% on the	KCWP 2: Design and Deliver Instruction	Implement 60 minutes of direct math instruction K-5. Teachers will use Math in Focus and HMH Ed.	Unit assessments, MAP assessments, 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No Funding
	KCWP 4: Review, Analyze, and Apply Data	Implement 30 minutes of Math Calendar and Number Talks.	Unit assessments, MAP assessments, 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No Funding

Goal 1 (State your reading and math goal.): A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of reading from 59% to 61% and in math from 65% to 67% on the Kentucky Summative Assessment by May of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Kentucky Summative Assessment by May of 2025.	KCWP 5: Design, Align, and Deliver Support				
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Implement differentiated math groups for grades 3-5. Teachers will use the MAP learning continuum and group students according to the RIT score and each domain area to provide targeted instruction.	MAP results, 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No funding
	KCWP 5: Design, Align, and Deliver Support	Teachers implement a variety of digital tools in math. Example: IXL, eSpark, Khan Academy Mappers, Xtra Math, Generation Genius, SplashLearn	MAP results, 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	SBDM

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

Goal 2 (State your science, social studies, and writing goal.):
- A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of science from 58% to 60% the Kentucky Summative Assessment by May of 2025.
- A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of social studies from 37% to 46% the Kentucky Summative Assessment by May of 2025.
- A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of writing from 37% to 47% the Kentucky Summative Assessment by May of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of science from 58% to 60% the Kentucky Summative Assessment by May of 2025.	KCWP 2: Design and Deliver Instruction	A variety of resources will be implemented to ensure science content, involving critical thinking, collaboration, and technology, is taught to all students. Examples: Mystery Science, Generation Genius, Conservation, Amplify	Science assessments, MAP Scores, 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No funding
Objective 2: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of social studies from 37% to 46% the Kentucky Summative Assessment by May of 2025.	KCWP 2: Design and Deliver Instruction	A variety of resources will be implemented to ensure social studies content is taught to all students. Examples: TCM Curriculum, SAVVAS, News Quiz, EdPuzzle, Junior Achievement	Social studies assessments, 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No funding
Objective 3: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of writing from 37% to 47% the Kentucky Summative Assessment by May of 2025.	KCWP 2: Design and Deliver Instruction	School wide writing plan used to provide coherent writing instruction in order for students to score proficient on On-Demand, Extended Response, and Short Answer Questions. Students in grades 3-5 will have weekly coaching.	Writing tasks (short answer, extended response, and on demand), 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No funding
	KCWP 2: Design and Deliver Instruction	School wide use of R.A.P. (Restate, Answer, Prove) to answer short answer and extended response questions.	Writing tasks (short answer, extended response, and on demand), 2025 KSA scores	Principal, Instructional Coach, K-5 teachers	No 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: A.B. Chandler will Improve the proficiency score in reading by May 2025 for economically disadvantaged students from 48% to 52%.	KCWP 2: Design and Deliver Instruction	IXL and eSpark will be used K-5 to address gaps in reading understanding to support core instruction	MAP results, KSA Scores, Benchmark Assessment Scores, STAR	Principal, Instructional Coach, Interventionist, K-5 Teachers	SBDM Title 1
	KCWP 2: Design and Deliver Instruction	School wide sight word plan has been implemented to improve reading fluency and comprehension	Sight word assessments	Principal, Instructional Coach, Interventionists, K-2 teachers	No funding
	KCWP 2: Design and Deliver Instruction	Using the daytime waiver ESS will be intentional and focused on improving reading skills for those students who need additional reading support	Fountas and Pinnell Benchmark Assessment, MAP results, STAR, 2025 KSA scores	Principal, Instructional Coach, Interventionists, ESS teachers	ESS
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Students will get additional reading practice through small group guided reading instruction and focused reading interventions using Leveled Literacy Intervention System.	MAP results, Benchmark Assessment, 2025 KSA scores, STAR	Interventionists, ESS teachers, Special Education Teachers	Title 1, ESS
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	Academic Response to Intervention Teams meet bi-monthly to discuss students not making adequate progress. Interventions and referrals are adjusted for these targeted students.	MAP results, STAR, 2025 KSA scores	Principal, Instructional Coach, Interventionist, Special Education Teacher, School Psychologist	No funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: A.B. Chandler will improve the proficiency score in math by May 2025 for economically disadvantaged students from 58% to 60%	KCWP 2: Design and Deliver Instruction	IXL, eSpark, Generation Genius, Building Numeracy, and/or extra practice and reteach will be used as a resource to support core instruction	MAP results, Math assessments, 2025 KSA scores	Principal, Instructional Coach, Interventionist, K-5 teachers	SBDM
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Students will receive extra math instruction and math interventions from Building Numeracy.	MAP results, Math Assessments, Aimsweb, 2025 KSA scores	Special Education Teachers, Interventionists	Title 1
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	Academic Response to Intervention Teams meet bi-monthly to discuss students not making adequate progress. Interventions and referrals are adjusted for these targeted students.	MAP results, STAR, 2025 KSA scores	Principal, Instructional Coach, Interventionist, Special Education Teacher, School Psychologist	No funding
Objective 3: A.B. Chandler will improve the proficiency score in reading by May 2025 for students with disabilities from 30% to 35%.	KCWP 2: Design and Deliver Instruction	IXL and eSpark will be used K-5 to address gaps in reading understanding to support core instruction	MAP results, KSA Scores, Benchmark Assessment Scores, STAR	Principal, Instructional Coach, Interventionist, K-5 Teachers	SBDM Title 1
	KCWP 2: Design and Deliver Instruction	School wide sight word plan has been implemented to improve reading fluency and comprehension	Sight word assessments	Principal, Instructional Coach, Interventionists, K-2 teachers	No funding
	KCWP 2: Design and Deliver Instruction	Using the daytime waiver ESS will be intentional and focused on improving reading skills for those students who need additional reading support	Fountas and Pinnell Benchmark Assessment, MAP results, STAR, 2025 KSA scores	Principal, Instructional Coach, Interventionists, ESS teachers	ESS
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Students will get additional reading practice through small group guided reading instruction and focused reading interventions using Leveled Literacy Intervention System.	MAP results, Benchmark Assessment, 2025 KSA scores, STAR	Interventionists, ESS teachers, Special Education Teachers	Title 1, ESS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	Academic Response to Intervention Teams meet bi-monthly to discuss students not making adequate progress. Interventions and referrals are adjusted for these targeted students.	MAP results, STAR, 2025 KSA scores	Principal, Instructional Coach, Interventionist, Special Education Teacher, School Psychologist	No funding
Objective 4: A.B. Chandler will improve the proficiency score in math by May 2025 for students with disabilities from 30% to 35%.	KCWP 2: Design and Deliver Instruction	IXL, eSpark, Generation Genius, Building Numeracy, and/or extra practice and reteach will be used as a resource to support core instruction	MAP results, Math assessments, 2025 KSA scores	Principal, Instructional Coach, Interventionist, K-5 teachers	SBDM
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Students will receive extra math instruction and math interventions from Building Numeracy.	MAP results, Math Assessments, Aimsweb, 2025 KSA scores	Special Education Teachers, Interventionists	Title 1
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	Academic Response to Intervention Teams meet bi-monthly to discuss students not making adequate progress. Interventions and referrals are adjusted for these targeted students.	MAP results, STAR, 2025 KSA scores	Principal, Instructional Coach, Interventionist, Special Education Teacher, School Psychologist	No funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2025, 100% of our English Learners will increase one performance level on the WIDA ACCESS assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By May 2025, 100% of our English Learners will increase on performance level on the WIDA Access assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	English Language Instructors use English Language Development curriculum during resource time.	WIDA Results, MAP results, Benchmark Assessments, 2025 KSA scores	Principal, Instructional Coach, English Language Teacher, English Language Assistant	No funding
		English Language Instructors and assistants collaborate with the general education teacher.	WIDA Results, MAP results, Benchmark Assessments, 2025 KSA scores	Principal, Instructional Coach, English Language Teacher, English Language Assistant, General Education Teacher	No funding
		English Language Tips and Information sent out to general education teachers with research based practices for teachers to implement with students.	WIDA Results, MAP results, Benchmark Assessments, 2025 KSA scores, Master Schedule	English Language Teacher, English Language Assistant, General Education Teacher	No funding
		Targeted English Language students will receive Tier III instruction in the areas of reading and/or math.	WIDA Results, MAP results, Benchmark Assessments, 2025 KSA scores, Master Schedule, STAR	Principal, Instructional Coach, Interventionists, General Education Teacher	No funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2025, A.B. Chandler will increase the Quality of School Climate and Safety survey from 83.5 to 86, increasing within the high category.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By May 2025, A.B. Chandler will increase the Quality of School Climate and Safety survey from 83.5 to 86, increasing within the high category.	KCWP 6: Establishing Learning Culture and Environment Classroom Activities	Character Strong implementation during specials classes	SBDM minutes, QSCS results	Principal, School Counselor	No funding
	KCWP 2: Design and Deliver Instruction	Character strong implementation school wide through multi grade level house system to build school wide culture	QSCS results, teacher and student feedback	Principal, School Counselor, Instructional Coach, Interventionists, K-5 Teachers and staff	No funding
		Morning meeting implementation across each classroom where students are given the opportunity to greet and share each day to build a strong classroom community	QSCS Results, teacher and student feedback	K-5 teachers	No funding

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**

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

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:**   Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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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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