# 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.

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| **One area of weakness at Metcalfe County High School is in Math. Our KSA data showed that 47.73% of students scored at a Novice level. Science was another area of weakness on the KSA with 55.79% of our students falling in the Novice category. 95.79% of students fell in the N/A area combined in Science.**  **Another area of weakness is our ACT performance which is at 16.75 as a school. This is below the state average of 18.3.**  **Our Post-Secondary Ready numbers also decreased to 71** |

**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.

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| **MCHS is focusing on individual students based on their specific needs. Using TruScore as a guide, we are working to identify areas of need and give students needed instruction in those areas. MCHS is also working on providing teachers with needed support. In regard to the Post Secondary Readiness, administration is identifying gaps in our scheduling and assessment of certain areas that give EOP’s. We are also identifying students individually based on their pathway and what they need in order to complete or become PSR. We will continue focusing on areas of need within the school and at the individual level to keep driving students and staff to the best version of themselves.** |

**Indicator Scores**

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

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| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | Low | Maintained |
| State Assessment Results in science, social studies and writing | Low | Increased Significantly |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | Medium | Increased |
| Postsecondary Readiness (high schools and districts only) | Medium | Declined |
| Graduation Rate (high schools and districts only) | Low | Increased |

## 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. | | | | | |
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| **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](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) 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.):.): **Increase the academic indicator in reading state assessment scores from 51.3% in 2023 to 53.3% in 2024 and the math state assessment scores from 34.4 in 2023 to 36.4 in 2024.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  **Increase the academic indicator in reading state assessment scores from 51.3% in 2023 to 53.3%.** | KCWP 1: Design and Deploy Standards | MCHS will review KDE Common Core Standards, KSA data, and ACT data to make appropriate revisions in reading during the 2023-2024 school year. | Review, analyze, and discuss individual student data from Learning Checks, KSA Data, and other assessment data to gauge student progress during the 23-24 school year. | Professional Work Days during 2023-2024  Summer PD 2023  PLC meetings  Guided Planning geared towards assessment and student data evaluation. | SBDM  Title 1  Literacy Grant | |
| MCHS Administration and teachers will work in PLC meetings to review measurable data across all grade and content areas to help identify strengths and weaknesses of our curriculum. MCHS is implementing MasteryPrep which is an ACT prep curriculum that focuses on Math and Reading. MCHS is also focusing on data driven tutor sessions for math, reading, science, and english. | We are using learning checks during the 2023-2024 school year to gauge student progress within our tutor sessions and within our PLC’s. Teachers will set goals throughout the year based on the most current data. | Lesson Planning/Curriculum Maps  PLC meetings  Guided Planning  Walkthroughs by Administration  Observations | SBDM  General Fund | |
| KCWP 5: Design, Align, and Deliver Support | MCHS will work with our teachers to address priority needs for our Tier I, Tier II, and Tier III instruction during the 2023-2024 school year. | Using data, the Leadership Team/Literacy Team will be able to identify the different levels of success and how it impacts student learning |  |  | |
| 21st Century after school tutoring and resources will also be used to offer assistance to students after the school day. | Increased numbers of students utilizing 21st Century for classroom and assignment help. | Throughout the year, students using 21st Century will be logged by 21st Century coordinators. | 21st Century | |
| KCWP 3: Design and Deliver Assessment Literacy | During the 2023-2024 school year, MCHS Administrators and teachers will use a variety of instructional- based strategies. School administration will ensure teachers receive training in instructional strategies through PLC meetings, staff meetings, individual observation meetings, and professional development. Administration will monitor the implementation of these instructional strategies and provide feedback to the teachers as needed. | Administration and staff will measure success based on progress we are able to see throughout the year. As students take the TruScore practice tests we wil be able to identify areas of weakness for individual students and focus on those. |  |  | |
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| Objective 2  **Increase math state assessment scores from 34.4% in 2023 to 36.4%.** | KCWP 1: Design and Deploy Standards | MCHS has recently implemented a new math resource in Delta Math for teachers to utilize in their classroom. We have also implemented the use of Math Nation as well, giving teachers multiple resources in the classroom. |  |  | SBDM  Title 1  General Funds | |
| Administration, along with teachers and those at Metcalfe County Board of Education are working to find and select a new Math curriculum to meet the needs of our teachers and students. |  |  |  | |
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## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 (State your science, social studies, and writing goal.): **Increase the academic indicator score in Science from 26.3 in 2023 to 30.4 in 2024, the Social Studies score from 44.3 to 46, and the Writing score from 52.6 to 55.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase the academic indicator score in Science from 26.3 in 2023 to 30.4 in 2024, the Social Studies score from 44.3 to 46, and the writing score from 52.6 to 55. | KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 5: Design, Align, and Deliver Support | Science department and administration has began working towards better standard alignment within each science class to ensure coverage of all science standards.  Guided plannings to inform administration of progress towards classroom goals and data analysis.  Restructuring of Social Studies classes to give more flow historically and better vertical and horizontal alignment.  Incorporation of different writing activities in Hornet Time and vocabulary games.  21st Century after school tutoring and resources will also be used to offer assistance to students after the school day. | TruScore assessment checks periodically throughout the year.  Guided plannings to see how well classes and activities are going.  Increased numbers of students utilizing 21st Century for classroom and assignment help. | Lesson Planning/Curriculum Maps  PLC meetings  Guided Planning  Walkthroughs by Administration  Observations  Throughout the year, students using 21st Century will be logged by 21st Century coordinators. | SBDM  Title 1  21st Century | |
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## 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** |
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| Objective 1  Decrease the percentage of students scoring novice in reading in the Economically Disadvantaged group from 35 to to 30. | **KCWP 2: Design and Deliver Instruction**      **KCWP 4: Review, Analyze, and Apply Data**          **KCWP 6: Establishing Learning Culture and Environment** | Performance of students at MCHS will be monitored through periodic TruScore testing to help identify areas of growth for students. Students will also be receiving a healthy dose of vocabulary and ACT like questioning in the classroom.  Data from the TruScore will be utilized to help identify student weaknesses and get them focused on attention in that area of need during Hornet Time.  21st Century after school tutoring and resources will also be used to offer assistance to students after the school day. | Students will see an increase in at least one academic area by the end of the 2023-24 school year.  Increased numbers of students utilizing 21st Century for classroom and assignment help. | TruScore will be administered periodically throughout the school year to gauge student progress and help determine next steps.  Throughout the year, students using 21st Century will be logged by 21st Century coordinators. | Title 1  SBDM  21st Century |
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## 4: English Learner Progress

| Goal 4 (State your English Learner goal.):MCHS did not have enough students in the state category of English Learner Progress during the 2022-2023 school year; therefore, no data is reported in this category on the Kentucky Summative Assessment. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety Index from 63.3 to 70.0. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase the Quality of School Climate and Safety Index from 63.3 to 70.0. | KCWP 6: Establishing Learning Culture and Climate | Positive Interactions in School  Following Rules and Procedures  Positive Office Referrals  Staff Shout Outs/Teacher Support  Data Driven Student Rewards  Spirit Days  Pep Rally’s  Consistent review of safety protocols  Student postcards  Development of “Homeroom” or “Hornet Time” to give all students a connection to a teacher for 4 years. | Teachers complete positive office referrals and postcards on a weekly basis. This is recorded on a google doc.  The principal meets with all students and staff on Monday morning or at the beginning of each week for encouragement.  Teachers are encouraged and given strategies on how to build positive relationships with students.  Administration uses checklist to ensure safety protocols are followed so students feel safe. | Teachers monitor students each day with positive office referrals or discipline referrals. This allows for feedback for students.  Students can join specific clubs at MCHS when having positive behavior/grades.  Students are provided with multiple opportunities off campus in work ready, dual credit, and various options when providing positive feedback inside the classroom.  Students are timed on each safety drill and procedures are checked on. | SBDM  School Activity Funds  SAFE Schools | |
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## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): Increase PSR from 71.3 to 80. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase the PSR rate from 71.3 to 80 for all students. | KCWP 5: Design, Align and Deliver Support | MCHS will work with the district to develop and implement a professional development plan to address school and district priorities including personalized learning, revising content standards as needed, instructional strategies, and research-based instruction. | An increase in professional learning experiences designed to affect student learning and success. | Ongoing throughout the year but during the Summer between 23-24 and 24-25 school year. | District | |
| Periodic monitoring of student PSR status throughout the year by the administration team with a focus on Seniors and Juniors. Making a more concerted effort to bring awareness to Freshman and Sophomores as they progress so they can make decisions that will help them become post-secondary ready. | As the year progresses and ends, we will be able to visually see progress through the use of a PSR spreadsheet with every student and their PSR status listed.  Success will be determined based on improved PSR numbers and attainment of at least an 80 PSR rate for MCHS. | Periodically throughout the school year. Times will vary based but will there will be no less than 3 meetings to review data on student PSR status. |  | |
| KCWP 6: Establishing Learning Culture and Environment | MCHS administrators will work collaboratively to continue to provide more experiential learning opportunities to more students while also supporting the nurturing and growth of the school community. Establishing a culture of hard work and respect for those around you. | Student enrollment and participation in experiential learning will provide students with skills needed to be better prepared for postsecondary readiness. | Students will be made more aware of what it means to be PSR and the importance of being prepared for after graduation life. |  | |
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## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): Increase graduation rate from 93.8 to 95. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase graduation rate from 93.8 to 95. | KCWP 6: Establishing Learning Culture and Environment | Individual senior meetings with the guidance counselor.  Reviewing Individual Learning Plans for seniors  Developing personalized schedules for at risk seniors.  Various activities for developing a positive school culture for seniors. | Seeing all students graduate in 23-24 that are scheduled to graduate. | Grade checks are monitored by administration and guidance counselor  Senior students are referred to tutoring based on grades and data.  Senior students are given positive office referrals and postcards throughout the year. | SBDM Funds  ESS Funds  MCHS Activity Budget | |
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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## 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:

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| **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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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:

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| **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

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Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

| **Evidence-based Activity** | **Evidence Citation** | **Uploaded in CIP** |
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| 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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