# 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

## Explanations/Directions

| Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets 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. 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 that will occur 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.): By June 2025, Ezel Elementary will increase the number of students scoring Proficient or Distinguished in reading to 76%. By June 2025, Ezel Elementary will increase the number of students scoring Proficient or Distinguished in Math to 67%. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By June 2023, there will be an increase in reading from 56% to 66% scoring proficient/distinguished in Reading. | Design and Deliver Instruction | Increase student cognitive engagement through, whole brain teaching, Kagan strategies, random selection of students, peer-to-peer discussion and other evidence - based practices. | Principal walk-through results, District walk-through results, lesson plan checks, observation data | Principal walk-through results, District walk-through results, lesson plan checks, observation data | |
| | Design and Deliver Instruction | Learning intentions, standards, and success criteria will be posted and reviewed in all classrooms. | District walk-through document results, Principal walk-through document results, lesson plans. | District walk-through data, Principal walk-through data, observation data, and lesson plan checks. | |
| | Design and Deliver Instruction | Class size reduction teachers and Extended school tutoring services and After School Learning Loss Instruction | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings, Supplemental one-on-one and small group instruction | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings, Extended school student and after school learning loss enrollment/progress data | Title I  7,110.45 ESS 19,671 After School Learning Loss |
| | Review, Analyze, and Apply Data | Analyze data to identify students most at risk. | Monthly MTSS meetings at district and school levels data analysis uses charts and graphs of academic, attendance, and behavior. Monthly SIM meetings for students in RTI | Monthly MTSS meetings and RTI Professional Learning Communities | |
| | Establishing Learning Culture and Environment | Involve parents in the planning of parent and family engagement activities that will lead to student | Agendas, sign-in sheets, parent and family engagement | Agendas, sign-in sheets, parent and family engagement activity suggestion | 599.96 |

Goal 1 (State your reading and math goal.): By June 2025, Ezel Elementary will increase the number of students scoring Proficient or Distinguished in reading to 76%. By June 2025, Ezel Elementary will increase the number of students scoring Proficient or Distinguished in Math to 67%.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | achievement as well as the implementation of the activities. | activity suggestion box, Parent and Family Engagement survey | box, Parent and Family Engagement survey | |
| | Design and Deliver Assessment Literacy | Involve students in tracking their progress and setting goals. | Goal tracking sheets, results from iReady assessments | Goal tracking sheets, results from iReady assessments | |
| | Design, Align and Deliver Support Processes | Ensure PBIS is taught and implemented with fidelity building wide. | Infraction tracker, Monthly Behavior Rewards, Office Referrals | Infraction tracker, Monthly Behavior Rewards, Office Referrals | |
| Objective 2: By June 2023, there will be an increase in math from 37% to 47% scoring proficient/distinguished in Math. | Design and Deliver Instruction | Increase student cognitive engagement through, whole brain teaching, Kagan strategies, random selection of students, peer-to-peer discussion and other evidence - based practices. | Principal walk-through results, District walk-through results, lesson plan checks, observation data | Principal walk-through results, District walk-through results, lesson plan checks, observation data | |
| | | Learning intentions, standards, and success criteria will be posted and reviewed in all classrooms. | District walk-through document results, Principal walk-through document results, lesson plans. | District walk-through data, Principal walk-through data, observation data, and lesson plan checks. | |
| | Design and Deliver Instruction | Extended school tutoring services and After School Learning Loss Instruction and Class size reduction teachers | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings | Extended school student and after school learning loss enrollment/progress data, Principal Walk-through results, MTSS meetings and PLC meetings | 4,925.00 ESS 19,671 After School Learning Loss  Title 1 |
| | Review, analyze and apply data | Analyze data to identify students most at risk. | Monthly MTSS meetings at district and school levels data analysis uses charts and graphs of academic, attendance, | Monthly MTSS meetings and RTI Professional Learning Communities | |

Goal 1 (State your reading and math goal.): By June 2025, Ezel Elementary will increase the number of students scoring Proficient or Distinguished in reading to 76%. By June 2025, Ezel Elementary will increase the number of students scoring Proficient or Distinguished in Math to 67%.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | | and behavior. Monthly SIM meetings for students in RTI | | |
| | Establishing Learning Culture and Environment | Involve parents in the planning of parent and family engagement activities that will lead to student achievement as well as the implementation of the activities. | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | 599.96 |
| | Design and Deliver Assessment Literacy | Involve students in tracking their progress and setting goals. | Goal tracking sheets, results from iReady assessments | Goal tracking sheets, results from iReady assessments | |
| | Design, Align and Deliver Support Processes | Ensure PBIS is taught and implemented with fidelity building wide. | Infraction tracker, Monthly Behavior Rewards, Office Referrals | Infraction tracker, Monthly Behavior Rewards, Office Referrals | |

## 2: State Assessment Results in science, social studies and writing

| Goal 2 (State your science, social studies, and writing goal.): By June 2025, Ezel Elementary will increase the separate academic indicator (science, social studies, and writing) percentage of Proficient/Distinguished to 49.1% | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 By June 2023, there will be an increase in science from 38% to 48% scoring proficient/distinguished in Science. | Design and Deliver Instruction | Increase student cognitive engagement through,whole brain teaching, Kagan strategies, random selection of students, peer-to-peer discussion and other evidence - based practices. | Principal walk-through results, District walk-through results, lesson plan checks, observation data | Principal walk-through results, District walk-through results, lesson plan checks, observation data | |
| | Design and Deliver Instruction | Learning intentions, standards, and success criteria will be posted and reviewed in all classrooms. | District walk-through document results, Principal walk-through document results, lesson plans. | District walk-through data, Principal walk-through data, observation data, and lesson plan checks. | |
| | Design and Deliver Instruction | Class size reduction teachers, and Implement the MTSS framework with documentation tools for Extended School Services, and After School Learning Loss Instruction | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings | After School Learning Loss-8934.56<br><br>ESS-7110.35 |
| | Establishing Learning Culture and Environment | Involve parents in the planning of parent and family engagement activities that will lead to student achievement as well as the implementation of the activities. | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey. | 599.96 |
| Objective 2- By June 2023, there will be an increase in social studies from 40% to 50% scoring | | | | | |
| | Design and Deliver Instruction | Increase student cognitive engagement through whole brain teaching, whole brain teaching, | Principal walk-through results, District walk-through results, lesson | Principal walk-through results, District walk-through results, lesson plan checks, observation data | |

Goal 2 (State your science, social studies, and writing goal.): By June 2025, Ezel Elementary will increase the separate academic indicator (science, social studies, and writing) percentage of Proficient/Distinguished to 49.1%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| proficient/distinguished in social studies. | | Kagan strategies, random selection of students, peer-to-peer discussion and other evidence -based practices. | plan checks, observation data | | |
| | Design and Deliver Instruction | Learning intentions, standards, and success criteria will be posted and reviewed in all classrooms. | District walk-through document results, Principal walk-through document results, lesson plans. | District walk-through data, Principal walk-through data, observation data, and lesson plan checks. | |
| | Design and Deliver Instruction | Class size reduction teachers, and Implement the MTSS framework with documentation tools for Extended School Services, and After School Learning Loss Instruction | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings | After School Learning Loss-8934.56  ESS-7110.35 |
| | Establishing Learning Culture and Environment | Involve parents in the planning of parent and family engagement activities that will lead to student achievement as well as the implementation of the activities. | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey. | 599.96 |
| | Design and Deliver Instruction | Increase student cognitive engagement through whole brain teaching, Kagan strategies, random selection of students, peer-to-peer discussion and other evidence -based practices. | Principal walk-through results, District walk-through results, lesson plan checks, observation data | Principal walk-through results, District walk-through results, lesson plan checks, observation data | |

Goal 2 (State your science, social studies, and writing goal.): By June 2025, Ezel Elementary will increase the separate academic indicator (science, social studies, and writing) percentage of Proficient/Distinguished to 49.1%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 3: By June 2023, there will be an increase in the combined writing from 40% to 50% scoring proficient/distinguished in combined writing. | Design and Deliver Instruction | Learning intentions, standards, and success criteria will be posted and reviewed in all classrooms. | District walk-through document results, Principal walk-through document results, lesson plans. | District walk-through data, Principal walk-through data, observation data, and lesson plan checks. | |
| | Design and Deliver Instruction | Class size reduction teachers, and Implement the MTSS framework with documentation tools for Extended School Services, and After School Learning Loss Instruction | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings | Principal walk-through results, district-walk through results, MTSS meetings, PLC meetings | After School Learning Loss-8934.56

ESS-7110.35 |
| | Establishing Learning Culture and Environment | Involve parents in the planning of parent and family engagement activities that will lead to student achievement as well as the implementation of the activities. | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey. | 599.96 |
| | | | | | |

## 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 June 2023, the percentage of students in the Economically Disadvantaged group will increase from 50% proficient or above in math to 55% proficient or above in math. | Design and Deliver Instruction | Increase student cognitive engagement through whole brain teaching, Kagan strategies, random selection of students, peer-to-peer discussion and other evidence - based practices. | Principal walk-through results, District walk-through results, lesson plan checks, observation data | Principal walk-through results, District walk-through results, lesson plan checks, observation data | |
| | Design and Deliver Instruction | Learning intentions, standards, and success criteria will be posted and reviewed in all classrooms. | District walk-through document results, Principal walk-through document results, lesson plans. | District walk-through data, Principal walk-through data, observation data, and lesson plan checks. | |
| | Review, Analyze, and Apply Data | Analyze data to identify students most at risk. | Monthly MTSS meetings at district and school levels data analysis uses charts and graphs of academic, attendance, and behavior. Monthly SIM meetings for students in RTI | Monthly MTSS meetings and RTI Professional Learning Communities | |
| | Establishing Learning Culture and Environment | Involve parents in the planning of parent and family engagement activities that will lead to student achievement as well as the implementation of the activities. | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | 599.96 |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | Design and Deliver Assessment Literacy | Involve students in tracking their progress and setting goals. | Goal tracking sheets, results from iReady assessments | Goal tracking sheets, results from iReady assessments | |
| | Design, Align and Deliver Support Processes | Ensure PBIS is taught and implemented with fidelity building wide. | Infraction tracker, Monthly Behavior Rewards, Office Referrals | Infraction tracker, Monthly Behavior Rewards, Office Referrals | |
| Objective 2 By June 2023, the percentage of students in the Disability-with IEP category scoring at proficient or above level in reading will increase from 22% to 27%. | Design and Deliver Instruction | Increase student cognitive engagement through whole brain teaching, Kagan strategies, random selection of students, peer-to-peer discussion and other evidence - based practices. | Principal walk-through results, District walk-through results, lesson plan checks, observation data | Principal walk-through results, District walk-through results, lesson plan checks, observation data | |
| | Design and Deliver Instruction | Learning intentions, standards, and success criteria will be posted and reviewed in all classrooms. | District walk-through document results, Principal walk-through document results, lesson plans. | District walk-through data, Principal walk-through data, observation data, and lesson plan checks. | |
| | Review, Analyze, and Apply Data | Analyze data to identify students most at risk. | Monthly MTSS meetings at district and school levels data analysis uses charts and graphs of academic, attendance, and behavior. Monthly SIM meetings for students in RTI | Monthly MTSS meetings and RTI Professional Learning Communities | |
| | Establishing Learning Culture and Environment | Involve parents in the planning of parent and family engagement activities that will lead to student achievement as well as the implementation of the activities. | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | 599.96 |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | Design and Deliver Assessment Literacy | Involve students in tracking their progress and setting goals. | Goal tracking sheets, results from iReady assessments | Goal tracking sheets, results from iReady assessments | |
| | Design, Align and Deliver Support Processes | Ensure PBIS is taught and implemented with fidelity building wide. | Infraction tracker, Monthly Behavior Rewards, Office Referrals | Infraction tracker, Monthly Behavior Rewards, Office Referrals | |
| Objective 3 By June 2023, the percentage of students in the Disability-with IEP category scoring at proficient or above level in math will increase from 11% to 16%. | Design and Deliver Instruction | Increase student cognitive engagement through whole brain teaching, Kagan strategies, random selection of students, peer-to-peer discussion and other evidence - based practices. | Principal walk-through results, District walk-through results, lesson plan checks, observation data | Principal walk-through results, District walk-through results, lesson plan checks, observation data | |
| | Design and Deliver Instruction | Learning intentions, standards, and success criteria will be posted and reviewed in all classrooms. | District walk-through document results, Principal walk-through document results, lesson plans. | District walk-through data, Principal walk-through data, observation data, and lesson plan checks. | |
| | Review, Analyze, and Apply Data Establishing Learning Culture and Environment | Analyze data to identify students most at risk. | Monthly MTSS meetings at district and school levels data analysis uses charts and graphs of academic, attendance, and behavior. Monthly SIM meetings for students in RTI | Monthly MTSS meetings and RTI Professional Learning Communities | |
| | | Involve parents in the planning of parent and family engagement activities that will lead to student achievement as well as the implementation of the activities. | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | Agendas, sign-in sheets, parent and family engagement activity suggestion box, Parent and Family Engagement survey | 599.96 |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | Design and Deliver Assessment Literacy | Involve students in tracking their progress and setting goals. | Goal tracking sheets, results from iReady assessments | Goal tracking sheets, results from iReady assessments | |
| | Design, Align and Deliver Support Processes | Ensure PBIS is taught and implemented with fidelity building wide. | Infraction tracker, Monthly Behavior Rewards, Office Referrals | Infraction tracker, Monthly Behavior Rewards, Office Referrals | |

## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): By 2025, Ezel Elementary School will increase the Climate Index and School Safety Index for an increase indicator score of the Quality of School Climate and Safety to 96%. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 By June 2023, Ezel Elementary will increase the Climate Index to 91.93%. | Establish Learning Culture and Environment | Implement social-emotional learning (SEL) curriculum promoting shared leadership opportunities to elevate a positive and supportive culture for learning. | Decreased office referrals Individual student infractions | Monthly Multi-Tiered System of Supports (MTSS )agendas, sign-ins and meeting minutes, PLC monthly meetings, monthly SIM meetings for students at most-risk | |
| | | Positive Behavior Systems and Supports (PBIS),  Trauma Care Plan Calming Kits, and Positive Actions Curriculum | Decreased office referrals Individual student infractions | Monthly Multi-Tiered System of Supports (MTSS )agendas, sign-ins and meeting minutes, PLC monthly meetings, monthly SIM meetings for students at most-risk | |
| Objective 2 By June 2023, Ezel Elementary will increase the Safety Index to 86.5%. | Establishing Learning Culture and Environment | Ensure processes are in place to communicate with and support parents/families to address barriers with learning | Decreased office referrals Individual student infractions | Monthly Multi-Tiered System of Supports (MTSS )agendas, sign-ins and meeting minutes, PLC monthly meetings, monthly SIM meetings for students at most-risk | |
| | | Wong, Harry, and Rosemary Wong. *The First Days of School:* How to Be an Effective Teacher. Singapore: Harry Wong Publications, 2018. | Decreased office referrals Individual student infractions | Monthly Multi-Tiered System of Supports (MTSS )agendas, sign-ins and meeting minutes, PLC monthly meetings, monthly SIM meetings for students at most-risk, Professional Development Logs | |
| | | | | | |

## 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?<br>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.<br>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.<br>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?<br>Response:<br><br><br>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. |

## 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 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 eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

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 eProve |
|---|---|---|
| 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. | ☒ |
| | | ☐ |
| | | ☐ |
| | | ☐ |
| | | ☐ |

## 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<br>**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.<br>**Response:** |

## 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 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 eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

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

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| 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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