

## 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
<p>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.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky’s six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

**1: State Assessment Results in reading and mathematics**

Goal 1 (State your reading and math goal.): By May 2025, the Reading and Math Indicator score will increase from 51.4 to 70.0. This will be an improvement from the low rating to the high rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By May 2023, the Reading proficiency will increase from 36% to 53%.	KCWP 1: Design and Deploy Standards (What should students know and be able to do?)	Ensure regularly-scheduled curriculum meeting to review the alignment between standard, learning targets, and assessment measures.	Students come prepared for next level of instruction. Number of students receiving tier 2/3 instruction is reduced.	Classroom assessments, iReady scores, KSA results, benchmark assessments, check for student-friendly learning targets during observations will be monitored through PLC's.	
		A time to collaborate to create a working document of vertical alignment of standards (progression of standards).	Created working documents exists  Systemic Balanced Literacy Instruction	Time to review and review vertical alignment document.	\$5000 district Title 1  \$5000 Section 6
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Walkthrough/Curriculum Calibration checks ELEOT walkthrough data Lesson Studies	Look at calibration check data at PLC's  ELEOT walkthrough data shared with teachers at PLC's.	\$2000 Title 1 (subs) \$2000 Section 6
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Lesson Plans  PLC to track fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	PEBC training  ELEOT data Curriculum Calibration Data.	\$10,000 Title 1

Goal 1 (State your reading and math goal.): By May 2025, the Reading and Math Indicator score will increase from 51.4 to 70.0. This will be an improvement from the low rating to the high rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Increase collaboration in deconstructing standards and developing congruent learning targets	Curriculum Calibration ELEOT Walkthrough data Lesson Studies	PLC notes, lesson plans, iReady scores, KSA results, benchmark assessment  ELEOT walkthrough data shared with teachers at PLC's.	
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	Curriculum Calibration ELEOT Walkthrough data Lesson Studies	Look at calibration check data at PLC's  ELEOT walkthrough data shared with teachers at PLC's.	
		Plan for and implement active student engagement strategies	ELEOT Walkthrough Lesson Studies	ELEOT data at PLC PEBC training	
Objective 2 By May 2023, the Math proficiency will increase from 32.0% to 49%.	KCWP 1: Design and Deploy Standards (What should students know and be able to do?)	Use summative evidence to inform what comes next for individual students and groups of students.	PLC's will track proficiency of standards, fidelity of strategies and instructional next steps.	PLC Notes analyzing assessment data (broken down by standard) to show student growth.	
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Student data binders, info sheets broken down by standards so students can identify areas where they need more instruction (student ownership)	Having students compile and use their data throughout the year to show growth. iReady diagnostic results.	

Goal 1 (State your reading and math goal.): By May 2025, the Reading and Math Indicator score will increase from 51.4 to 70.0. This will be an improvement from the low rating to the high rating.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.	PLC's will track proficiency of standards, fidelity of strategies and instructional next steps.	PLC Notes analyzing assessment data (broken down by standard) to show student growth.	
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Using CRA model multisensory approach Curriculum Calibration Checks ELEOT Walkthrough PLan-Do-Study-Act	Look at calibration check data at PLC's  ELEOT walkthrough data shared with teachers at PLC's.	\$2000 Section 6
	KCWP 4: Review, Analyze, and Apply Data	Create and Monitor a "Watch list" for students performing below proficiency.	SST meetings will be held to discuss and track students.	PLC Notes analyzing assessment data (broken down by standard) to show student growth.	
		Use classroom assessment data to inform teacher's instructional decisions.	PLC's will track proficiency of standards, fidelity of strategies and instructional next steps.	PLC Notes analyzing assessment data (broken down by standard) to show student growth.	

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

Goal 2 (State your science, social studies, and writing goal.): The Separate Academic Indicator will increase from a low rating of 46.7 in 2022 to a high rating of 67.0 in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Science scores will increase in proficiency from 24% to 35%.	KCWP 1 Design and Deploy Standards	Increase collaboration in deconstructing standards and developing congruent learning targets.	Pacing guides with learning targets  Unit plans	Completed documents ELEOT walkthrough data Curriculum Calibration Amplify Pacing	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies	Professional Development (facutly, PLC, summer)  PLC to track fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	PEBC training  ELEOT data Curriculum Calibration Data.  Amplify Training	
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps	Pacing Guides Unit Plans Curriculum Calibration	ELEOT data Curriculum Calibration Data.	
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	Mastery of Standards Curriculum Calibration	Curriculum Calibration Data	
	KCWP 3: Design and Deliver Assessment Literacy	Create formative and summative assessments that are aligned to the standards.	Mastery of Standards PLC notes District Assessments	PLC analysis of Data	
Objective 2 By 2023, Social Studies scores will increase in proficiency from 27% to 40%.	KCWP 1 Design and Deploy Standards	Increase collaboration in deconstructing standards and developing congruent learning targets.	Pacing guides with learning targets District SS work Unit plans	Completed documents ELEOT walkthrough data Curriculum Calibration	

Goal 2 (State your science, social studies, and writing goal.): The Separate Academic Indicator will increase from a low rating of 46.7 in 2022 to a high rating of 67.0 in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies	Professional Development (faculty, PLC, summer)	Lesson plans Pacing guides Unit plans	
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps	Pacing Guides Unit Plans Curriculum Calibration	ELEOT Data Curriculum Calibration	
		Ensure congruency is present between standards, learning targets, and assessment measures	Mastery of Standards Curriculum Calibration	ELEOT Data Curriculum Calibration data reviewed in PLC's	
	KCWP 3: Design and Deliver Assessment Literacy	Create formative and summative assessments that are aligned to the standards.	Assessments	Data reviewed in PLC's	
Objective 3 By 2023, Writing proficiency scores will increase from 19% to 30%	KCWP 4: Review, Analyze, and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports	PLC to track proficiency of standards, fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	Data review in PLC's PLC data review of ELEOT data and curriculum calibration	
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	PLC to track fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	SST meetings to track students in interventions	



Goal 2 (State your science, social studies, and writing goal.): The Separate Academic Indicator will increase from a low rating of 46.7 in 2022 to a high rating of 67.0 in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, Deliver Support Processes	Utilize daily formative data collection tools, benchmark data, summative data, formative and summative teacher observations to ensure high levels of teacher effectiveness and student achievement.	PLC to track fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	Data review in PLC's PLC data review of ELEOT data and curriculum calibration	

**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 Decrease the percentage of students with disabilities scoring Novice in Reading by 10% in 2023.	KCWP 2: Designing and delivering instruction	Ensure best practice with co-teaching models	ELEOT Walkthrough PLC's Master Schedules train staff on different coteaching models	ELEOT Walkthrough Data  PLC Notes	
		ensure congruency between standards, learning targets, and assessment measures	Curriculum Calibration ELEOT Walkthrough data Lesson Studies	Look at calibration check data at PLC's  ELEOT walkthrough data shared with teachers at PLC's.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize knowledge of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	PLC to track proficiency of standards, fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	Data review in PLC's PLC data review of ELEOT data and curriculum calibration	
	KCWP 3: Design and deliver assessment literacy	Determine if learning targets are clear to students	ELEOT Walkthroughs Curriculum Calibration	Look at calibration check data at PLC's ELEOT walkthrough data shared with teachers at PLC's.	
		Determine if assignments/activities/ assessments reflect the learning targets students have had the opportunity to learn	Lesson Studies PLC: Plan, Do, Study, ACT Curriculum Calibration Checks	Look at calibration check data at PLC's  ELEOT walkthrough data shared with teachers at PLC's.	
Objective 2 Decrease the percentage of students with disabilities scoring Novice in Math by 20% in 2023.	KCWP 1: Designing and delivering instruction	Ensure best practice with co-teaching models	ELEOT Walkthrough PLC's Master Schedules train staff on different coteaching models Book Study	ELEOT Walkthrough Data  PLC Notes	\$1000 Section 6
		Ensure effective communication to guide instructional planning/ student grouping.	PLC to track proficiency of standards, fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	Data review in PLC's PLC data review of ELEOT data and curriculum calibration	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and deliver assessment literacy	Determine if learning targets are clear to students	ELEOT Walkthroughs Curriculum Calibration	Look at calibration check data at PLC's ELEOT walkthrough data shared with teachers at PLC's.	
		Create intentional opportunities for students to receive and offer effective feedback during learning	ELEOT Walkthroughs Curriculum Calibration	Look at calibration check data at PLC's ELEOT walkthrough data shared with teachers at PLC's.	

## 4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025 the overall Proficiency for English learners will increase by 30% in both reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, the overall proficiency for EL students will increase by 10% in reading.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments	PLC to track proficiency of standards, fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	Data review in PLC's PLC data review of ELEOT data and curriculum calibration	
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	vocabulary strategies  Teachers will utilize WIDA ACCESS results and the prior years can-do descriptors to drive instruction	Look at calibration check data at PLC's ELEOT walkthrough data shared with teachers at PLC's.	
	KCWP 4: Review, Analyze, and Apply Data	Ensure assessment results are used appropriately to determine needs	Teachers will use data from iReady and ELlevation to inform instruction and drive instruction.	Look at calibration check data at PLC's ELEOT walkthrough data shared with teachers at PLC's.  PLC data analysis	
Objective 2 By 2023, the overall proficiency for EL students will increase by 10% in math.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments	PLC to track proficiency of standards, fidelity of strategies and instructional next steps. ELEOT Walkthroughs Curriculum Calibration	Data review in PLC's PLC data review of ELEOT data and curriculum calibration	

Goal 4 (State your English Learner goal.): By 2025 the overall Proficiency for English learners will increase by 30% in both reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	vocabulary strategies  Teachers will utilize WIDA ACCESS results and the prior years can-do descriptors to drive instruction	Look at calibration check data at PLC's ELEOT walkthrough data shared with teachers at PLC's.	
	KCWP 4: Review, Analyze, and Apply Data	Ensure assessment results are used appropriately to determine needs	Teachers will use data from iReady and ELlevation to inform instruction and drive instruction.	Look at calibration check data at PLC's ELEOT walkthrough data shared with teachers at PLC's.  PLC data analysis	

**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): The Quality of School Climate and Safety Indicator Score will increase from the medium rating of 76.1 in 2022 to the high rating of 81.9 in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 70% of students disagree that “Students being mean or hurtful is NOT a problem for this school.” The goal for 2023 is to decrease the percentage of students who disagree to 50%.	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Have students take survey a couple times per school year  Social Stories: Real life examples of events that could/have occurred.  PBIS Procedures	Share results with students and allow time to confer and discussion supports a culture of learning  Lesson plans for establishing rules and procedures  PBIS Matrix	
Objective 2 59% of students disagree that “Students being mean or hurtful to other students online is NOT a problem for this school.” The goal for 2023 is to decrease the percentage that disagree to 40%.	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Have students take survey a couple times per school year  Social Stories: Real life examples of events that could/have occurred.  PBIS Procedures	Share results with students and allow time to confer and discussion supports a culture of learning  Lesson plans for establishing rules and procedures  PBIS Matrix	

**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					

**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:**

**In order to achieve accelerated, meaningful, and sustainable increases in student achievement for the WRE Disabilities subgroup, school leadership and staff will need to receive more training on co-teaching models.**

**The leadership team will meet with the special education teachers weekly to review data and progress of gap group as compared to peers. The data reviewed will include formative, summative, and benchmark results.**

**All staff will participate in coteaching training in order to meet the needs of students with disabilities.**

**Special Education staff will meet with district support personnel in PLC's once a month to look at data and to develop instructional strategies.**

**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:**

**The Special Education Department looks at numbers and staffs each school based on a 1:12 ratio for LBD and 1:10 for FMD.**

**The allocation of time is an inequity. Most Individual Education Programs have been written with 30 minutes of resource and day and 10-15 minutes of co-teach per day. Special Education teachers need to be in the regular education classrooms more supporting students with grade level content.**

**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:**

Survey questions and Impact Survey results are reviewed through Atlas protocol and SWOT tool.

All students who are a part of the gap group are identified. The leadership teams maintain a list and monitors students' progress. When progress is not being made, interventions are created based on students' needs and implemented.

**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:**

Teachers will be using CRA model for math in order to increase math proficiency. Teachers will ensure conceptual understanding my moving from concrete, representational, to abstract.

Teachers will use the multi-sensory approach in ELA and Math. The multisensory approach provides explicit, systematic approach to reading instruction, repeated practice, positive/corrective feedback with reteaching, activities for every learning style, modeling, direct instruction, scaffolded instruction, schema-based instruction.

Teachers will also be trained on different co-teach models in order to support students with special needs in the classroom.

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 incorporate co-teaching models	Fennick, E. (2001). Coteaching: an inclusive curriculum for transition. <i>Teaching Exceptional Children</i> , 33(6), 60–66.	x
CRA model of instruction in Math	Agrawal, J., & Morin, L. L. (2016). Evidence-Based Practices: Applications of Concrete Representational Abstract Framework across math concepts for students with mathematics disabilities. <i>Learning Disabilities Research &amp; Practice (Wiley-Blackwell)</i> , 31(1), 34–44. <a href="https://doi-org.msu.idm.oclc.org/10.1111/ldrp.12093">https://doi-org.msu.idm.oclc.org/10.1111/ldrp.12093</a>  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=28">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=28</a>	x
Professional Learning Communities	DuFour, Richard, Dufour, Rebecca, Eaker, Robert, and Karhanek, Gayle. <i>Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn</i> . Bloomington, Ind: Solution Tree, 2004  Vescio, V., Ross, D., & Adams, A. (2007, March 2). <i>A review of research on the impact of Professional Learning Communities on teaching practice and student learning</i> . Teaching and Teacher Education. Retrieved November 27, 2022, from <a href="https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066">https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</a>	x

### 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:

<b>Turnaround Team:</b>
<b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>

**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:**

**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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



<b>Evidence-based Activity</b>	<b>Evidence Citation</b>	<b>Uploaded in eProve</b>
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