



2022-23 Phase One:
Continuous Improvement Diagnostic for Schools

Tates Creek High School
Marty Mills
1111 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Anthony Jamar Mills



2022-23 Phase One:
Executive Summary for Schools

Tates Creek High School
Marty Mills
1111 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Tates Creek High School is an A1 comprehensive high school located in Lexington, Kentucky, with an enrollment of 1,751 students. In the fall of 2016, the TCHS SBDM approved for TCHS to implement the Freshman Academy for the 2017-2018 academic year; SBDM approved for the full career academy model to be implemented school-wide in the fall of 2017 for the 2018-2019 academic year. In addition to Freshman Academy, all students grades 10-12 are enrolled in one of the following academies: Medical and Emergency Services, Design and Engineering, International Baccalaureate (IB) and Informational Technology, and Business, Entrepreneurship, and Education. In addition to be in one particular academy, every student is taking specific courses aligned to a CTE pathway. TCHS is the only high school in Fayette County, and of five in Kentucky, to offer the International Baccalaureate Diploma Programme. The IB Programme was implemented in 2006 and has increased the rigor for students at TCHS exponentially. The racial breakdown for TCHS's student body is: 51% White; 31% African-American; 10% Hispanic; 2% Asian. 53% of students receive free/reduced services, 10% of students receive special education services, and 12% of students are English Learners. Non-academic factors that take place in our community directly impacts our students and their performance. Many students are dealing with very sensitive, dangerous situations that no child should be involved in. Violence within the Lexington community has increased significantly over the years and in an effort to connect and bridge the gap between school and home, our school school has worked with metro police to host picnics in a way for school personnel to meet students' families. As we deal with the after effects of COVID, we have a very intentional focus on students' and staff members' mental health and well-being and have added full-time mental health specialists, family & community engagement coordinator liaisons, as well as math and English intervention teachers.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Tates Creek High School is to make learning relevant to prepare all Commodores for college and career success and for service as informed and active citizens with intercultural understanding and respect.

Our core values are that every student is CREEK: Connected, Exceptional, Engaged, Kind and we value all people and their beliefs. This is the daily expectation for students and staff.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

COVID was devastating for our school community, however, it forced us to be more intentional about relationships with kids and staff and revise our intervention protocols. We are working to continue to improve transition readiness by adding additional dual credit opportunities for students as well as ensuring all students are enrolled in a CTE pathway.

In terms of improvements, we continue to work to improve math and reading scores as well as graduation rates for our students with disabilities, African-Americans, ELL, and students who receive free/reduced services.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

The school improvement plan has been created with assistance from diverse school members (classroom teachers and Leadership Team members) in order to have a plan in place that reflects our school's needs; collaboration is very important and we continue to struggle to identify the very small number of students who have no desire to work. Our PLC and SLC processes continue to improve and PBIS makes a significant difference as well. The culture and climate of our building is strong and we work hard to make our school safe, welcoming, and conducive for students to learn. The academy model reduces inequities for students because our activities are inclusive; all 9th grade students visit a college campus and participate in a career expo at Rupp Arena. Each academy creates academy events and our community partners have been phenomenal with welcoming our students to their workplaces.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Tates Creek Elementary and Tates Creek Middle Schools have changed their mascots to the "Commodores" in order for all our schools' students to be Commodores. They have also incorporate our school colors (maroon and white) into the Commodore mascot as well. Our goal is to create a unified community that promotes a family-like atmosphere and spotlights our the school community and unity.

I am also one of the few head principals in Fayette Co who has been a classroom teacher and assistant principal in the same building as being the head principal. I feel the consistency is a benefit for our school community.



2022-23 Phase Two:
The Needs Assessment for Schools

Tates Creek High School
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United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our school is comprised of five Academies: Freshman Academy; Design & Engineering; Business, Entrepreneurship & Education; Medical & Emergency Services; International Baccalaureate (IB) & Information Technology (IT). Each week, teachers, the academy principal, and academy counselor and other student support staff meet to discuss students' need in the academy, specific to academics, behavior, and culture. Interventions are reviewed to provide supports for all students (Tier 1) and students who are still not being successful are recommended for more intentional supports by our MTSS team (Tier 2 & Tier 3). Every six weeks, each academy receives specific data (attendance, grades, behavior) for each student and the team completes a "deep dive" into reviewing the data. The principal reviews this data at the following SBDM meeting, and the principal provides an update on achievement gap plans. The data is used for informational purposes that relates to intervention plans and enrichment for those students meeting/exceeding expectations. This information is also reviewed at the next monthly faculty meeting in order for all faculty/staff members to have access to this information, too.

Minutes are kept for all weekly academy meetings, monthly SBDM meetings, and monthly PLCs. Our leadership team meets weekly to review and discuss student performance and conduct a needs analysis in order to provide supports for students and teachers.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Proficiency Goal from 2021: Increase the proficiency rating from 57.5 to 70.3 by 2023-2024 and the objective was to increase the proficiency from 54.9 to 61.75 by 2022

White students performed at 61 while achievement gap students scored much worse and are significantly lower than their white counterparts:

- African American students - 31.1
- Hispanic students - 41.4
- economically disadvantaged - 38.3
- students with disabilities - 19.4

Transition Readiness 2021: Increase the percent of students who are transition ready from 57.6 to 70.4 by 2023-2024 and the objective to increase the % of students who are transition ready from 57.6 to 61.8 by 2022:

- white students - 71.9
- African American students - 35
- Hispanic students - 48.5
- ELL - 22.8
- economically disadvantaged - 42.9
- students with disabilities - 20.9

This year's plan will focus on subgroup achievement along with monitoring throughout the year to gauge progress and needs for improvement. The goal is to increase each subgroup by 5%

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Out of school suspensions for students of color continue to be a concern. We are working to put supports in place to help this group in terms of behavior and conflict resolution. Academically, students with disabilities, African-Americans, Hispanic students, ELL, and economically disadvantaged students comprise our achievement gap groups and are not performing at the same level as non-gap learners. Prior to COVID, we'd seen a dramatic decrease in discipline referrals, in-school suspension rates, and out of school suspension rates. Since our return to in-person learning, threat assessments and suicide assessments have increased. Our PBIS team, comprised of classroom teachers, support staff, and an administrator, meets monthly to review behavioral data and develop ways to engage students in our school community. Our core values CREEK are reviewed daily in some manner: Connected, Responsible, Exceptional, Engaged, Kind. With the buy-in of Creek Cash, an incentive for students to act in accordance with our core value, students' behaviors have improved significantly. Non-academic trends such as disruptive behavior, skipping, and fighting remain focus areas for our schools. Fighting has increased slightly and there's more work to do; teachers participated in a mindfulness and self-care professional learning session before school started and many teachers have implemented mindfulness in their classroom settings. Non-academic trends affect academic trends and as we continue to hone our focus on continuous improvement, we are seeing positive results. In order to close the achievement gaps with our students with disabilities, ELL students, economically disadvantaged, African-American, and Hispanic students, each Academy identifies students who need additional supports during weekly SLC meetings and determine the individual students' needs.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

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- Teacher attendance rate was 84% for the 2021-22 academic year.
 - Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - 67% of students with disabilities scored novice on KSA in Reading
 - 10% of economically disadvantaged students scored distinguished on KSA in Reading
 - 59% of African American students scored novice on KSA Math
 - 64% of students with disabilities scored novice on KSA Math
 - 80% of Hispanic students scored novice on KSA Social studies
 - 86% of ELL students scored novice on KSA Social studies
 - 83% of African American students scored novice on KSA science
 - 92% of ELL students scored novice on KSA science
 - 70% of African American students scored novice on KSA Writing
 - 76% of ELL students scored novice on KSA Writing
 - 78% of students with disabilities scored novice on KSA Writing
 - 77% of all students responded agree or strongly agree quality of school climate and safety on KSA

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- 67% of students with disabilities scored novice on KSA in Reading
- 10% of economically disadvantaged students scored distinguished on KSA in Reading
- 59% of African American students scored novice on KSA Math
- 64% of students with disabilities scored novice on KSA Math
- 80% of Hispanic students scored novice on KSA Social studies
- 86% of ELL students scored novice on KSA Social studies
- 83% of African American students scored novice on KSA science
- 92% of ELL students scored novice on KSA science
- 70% of African American students scored novice on KSA Writing
- 76% of ELL students scored novice on KSA Writing
- 78% of students with disabilities scored novice on KSA Writing

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- 44% of all students postsecondary ready
 - 86.7% of students graduated in cohort 4 graduation

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- 77% of all students responded agree or strongly agree quality of school climate and safety on KSA
- 10% of economically disadvantaged students scored distinguished on KSA reading

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

- Complete the [Key Elements Template](#).
- Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?


Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See attached document

ATTACHMENTS

Attachment Name

 TCHS School Key Elements

Tates Creek High's Comprehensive School Improvement Plan (CSIP) for 2022-25

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. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. 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 Kentucky’s six (6) Key Core Work Processes 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.): <i>Increase the proficiency rating in reading and math from 50.5 to 60.5 by 2025</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of all students scoring proficient or distinguished from 47.1% to 52.1% in math as measured by KY Summative math assessment scores.	KCWP 4: Using needs analysis data to determine small groups for test-taking strategies.	Identify struggling students in SLC meetings and establish protocol for addressing their needs within the SLC and further assistance as needed from the MTSS team.	-District Math Common Assessments -PLC minutes and agendas reflect the district instructional model	-SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
		Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers' instruction.	Increased daily academic performance for all students, specifically gap group students.	Leadership Team reviews PLC minutes -An administrator attends PLC meetings -Daily walk-thrus by administration	
	KCWP 4: Using PLC data to guide instructional strategies	Coaching, feedback, & high yield strategies.	Walkthru data	Monthly data review by leadership team	
		Using math intervention teacher to help ensure students are meeting benchmarks throughout the school year	Increased academic performance each six weeks	Monthly data review by leadership team	ESSER
	KCWP 6: Reduce out of school suspensions and in-school suspensions by 10% each month without compromising school safety	Focusing on PBIS initiatives: Creek Cash; Creek Cash rewards -Creek Week expectations review the first week of school and after any break -Re-entry conferences	Students self-monitoring and assisting in de-escalating verbal and physical conflicts	Monthly data review by leadership team and MTSS team	
Objective 2: Increase the percentage of all students scoring proficient or distinguished from 53.9% to 58.9% in reading as measured by KY Summative reading assessment scores.	KCWP 4: Using needs analysis data to determine small groups for test-taking strategies. KCWP 4: Using PLC data to guide instructional strategies	Identify struggling students in SLC meetings and establish protocol for addressing their needs within the SLC and further assistance as needed from the MTSS team. Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers' instruction.	-District ELA Common Assessments -PLC minutes and agendas reflect the district instructional model	-SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team -PLC leads	Title 1
		Coaching, feedback, & high yield strategies.	Increased daily academic performance for all	Leadership Team reviews PLC minutes -An administrator attends PLC meetings	

Goal 1 (State your reading and math goal.): <i>Increase the proficiency rating in reading and math from 50.5 to 60.5 by 2025</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			students, specifically gap group students.	-Daily walk-thrus by administration	
	KCWP 6: Reduce out of school suspensions and in-school suspensions by 10% each month without compromising school safety	Using language arts intervention teacher to help ensure students are meeting benchmarks throughout the school year	Increased academic performance each six weeks	Monthly data review by leadership team	
		Focusing on PBIS initiatives: Creek Cash; Creek Cash rewards -Creek Week expectations review the first week of school and after any break -Re-entry conferences	Students self-monitoring and assisting in de-escalating verbal and physical conflicts	Monthly data review by leadership team and MTSS team	

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

Goal 2 (State your science, social studies, and writing goal.): Increase the proficiency rating in science, social studies, and writing from 31.6 to 41.6 by 2025. By 2025, TCHS will increase Science proficient and distinguished level to 23% as measured by KSA. Current level is 8%. By 2025, TCHS will increase Social Studies proficient and distinguished level to 38% as measured by KSA. Current level is 23% By 2025, TCHS will increase Writing proficient and distinguished level to 35% as measured by KSA. Current level is 20%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, TCHS will increase P/D in Science to 13%.	KCWP 2: 100% of teachers uses a high-yield strategy every class, every day	Coaching, feedback, & high yield strategies.	Increased academic performance each six weeks	Monthly data review by leadership team	
	KCWP 6: Reduce out of school suspensions and in-school suspensions by 10% each month without compromising school safety	Focusing on PBIS initiatives: Creek Cash; Creek Cash rewards -Creek Week expectations review the first week of school and after any break -Re-entry conferences	Students self-monitoring and assisting in de-escalating verbal and physical conflicts	Monthly data review by leadership team	
	KCWP 4: Using PLC data to guide instructional strategies	Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers' instruction.	Increased daily academic performance for all students, specifically gap group students.	-MTSS monthly meetings monitored by MTSS team -PLC leads	
		Identify struggling students in SLC meetings and establish protocol for addressing their needs within the SLC and further assistance as needed from the MTSS team.	Increased daily academic performance for all students, specifically gap group students.	-SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
Objective 2 By 2023, TCHS will increase P/D in Social Studies to 28%.	KCWP 2: 100% of teachers uses a high-yield strategy every class, every day	Coaching, feedback, & high yield strategies.	Increased academic performance each six weeks	Monthly data review by leadership team	
	KCWP 6: Reduce out of school suspensions and in-school suspensions by 10% each month without compromising school safety	Focusing on PBIS initiatives: Creek Cash; Creek Cash rewards -Creek Week expectations review the first week of school and after any break -Re-entry conferences	Students self-monitoring and assisting in de-escalating verbal and physical conflicts	Monthly data review by leadership team	
	KCWP 4: Using PLC data to guide instructional strategies	Expand processes for data collection through PLCs to ensure data from school-level and district-level	Increased daily academic performance for all students, specifically gap group students.	-SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks	

<p>Goal 2 (State your science, social studies, and writing goal.): Increase the proficiency rating in science, social studies, and writing from 31.6 to 41.6 by 2025. By 2025, TCHS will increase Science proficient and distinguished level to 23% as measured by KSA. Current level is 8%. By 2025, TCHS will increase Social Studies proficient and distinguished level to 38% as measured by KSA. Current level is 23%. By 2025, TCHS will increase Writing proficient and distinguished level to 35% as measured by KSA. Current level is 20%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessments (formative and summative) drive teachers' instruction.		-MTSS monthly meetings monitored by MTSS team	
		Identify struggling students in SLC meetings and establish protocol for addressing their needs within the SLC and further assistance as needed from the MTSS team.	Increased daily academic performance for all students, specifically gap group students.	-SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
Objective 3 By 2023, TCHS will increase P/D in Combined Writing to 25%.	KCWP 2: 100% of teachers uses a high-yield strategy every class, every day	Coaching, feedback, & high yield strategies.	Increased academic performance each six weeks	Monthly data review by leadership team	
	KCWP 6: Reduce out of school suspensions and in-school suspensions by 10% each month without compromising school safety	Focusing on PBIS initiatives: Creek Cash; Creek Cash rewards -Creek Week expectations review the first week of school and after any break -Re-entry conferences	Students self-monitoring and assisting in de-escalating verbal and physical conflicts	Monthly data review by leadership team	
	KCWP 4: Using PLC data to guide instructional strategies	Identify struggling students in SLC meetings and establish protocol for addressing their needs within the SLC and further assistance as needed from the MTSS team	Increased daily academic performance for all students, specifically gap group students.	-SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
		Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers' instruction.	Increased daily academic performance for all students, specifically gap group students.	-SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	

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 2023, TCHS will decrease novice in Reading to 28%.	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	Teachers will monitor student data in PLC. PLC teachers discuss common curriculum, student assignments, and common assessments. PLCs will use Plan/Do/Study/Act framework to make use of data.	Increased daily academic performance for all students, specifically gap group students.	-Bi-weekly check of PLC Agendas and Minutes to monitor P/D/S/A analysis. -walkthru data	
	KCWP 5: Design, Align, Deliver Support Processes: Refine our system to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.	Increased daily academic performance for all students, specifically gap group students.	SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
	KCWP 2: Co-teaching	Coaching and feedback, high yield strategies, and check & connect	Implementation checks for fidelity and growth	Monthly check at the school level through observations and walkthrus	
Objective 2 By 2023, TCHS will decrease novice in Math to 34%.	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	Teachers will monitor student data in PLC. PLC teachers discuss common curriculum, student assignments, and common assessments. PLCs will use Plan/Do/Study/Act framework to make use of data.	Increased daily academic performance for all students, specifically gap group students.	-Bi-weekly check of PLC Agendas and Minutes to monitor P/D/S/A analysis. -walkthru data	
	KCWP 5: Design, Align, Deliver Support Processes: Refine our	All PLC teams will ensure that formative assessment practices allow students to understand where they are	Increased daily academic performance for all	SLC data dive every 6 weeks by head principal and academy principals	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	system to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.	students, specifically gap group students.	-APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
	KCWP 2: Co-teaching	Coaching and feedback, high yield strategies, and check & connect	Implementation checks for fidelity and growth	Monthly check at the school level through observations and walkthrus	
Objective 3 By 2023, TCHS will decrease novice in Science to 51%.	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	Teachers will monitor student data in PLC. PLC teachers discuss common curriculum, student assignments, and common assessments. PLCs will use Plan/Do/Study/Act framework to make use of data.	Increased daily academic performance for all students, specifically gap group students.	-Bi-weekly check of PLC Agendas and Minutes to monitor P/D/S/A analysis. -walkthru data	
	KCWP 5: Design, Align, Deliver Support Processes: Refine our system to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.	Increased daily academic performance for all students, specifically gap group students.	SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
	KCWP 2: Co-teaching	Coaching and feedback, high yield strategies, and check & connect	Implementation checks for fidelity and growth	Monthly check at the school level through observations and walkthrus	
Objective 4 By 2023, TCHS will decrease novice in Social Studies to 48%.	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	Teachers will monitor student data in PLC. PLC teachers discuss common curriculum, student assignments, and common assessments. PLCs will use Plan/Do/Study/Act framework to make use of data.	- Increased daily academic performance for all students, specifically gap group students.	-Bi-weekly check of PLC Agendas and Minutes to monitor P/D/S/A analysis. -walkthru data	
	KCWP 5: Design, Align, Deliver Support Processes: Refine our system to monitor student data	All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and	Increased daily academic performance for all students, specifically gap group students.	SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	regularly and to ensure a continuous improvement model that monitors what is working	how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.		-MTSS monthly meetings monitored by MTSS team	
	KCWP 2: Co-teaching	Coaching and feedback, high yield strategies, and check & connect	Implementation checks for fidelity and growth	Monthly check at the school level through observations and walkthrus	
Objective 5 By 2023, TCHS will decrease novice in Combined Writing to 41%.	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	Teachers will monitor student data in PLC. PLC teachers discuss common curriculum, student assignments, and common assessments. PLCs will use Plan/Do/Study/Act framework to make use of data.	Increased daily academic performance for all students, specifically gap group students.	-Bi-weekly check of PLC Agendas and Minutes to monitor P/D/S/A analysis. -walkthru data	
	KCWP 5: Design, Align, Deliver Support Processes: Refine our system to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.	Increased daily academic performance for all students, specifically gap group students.	SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
	KCWP 2: Co-teaching	Coaching and feedback, high yield strategies, and check & connect	Implementation checks for fidelity and growth	Monthly check at the school level through observations and walkthrus	

4: English Learner Progress

Goal 4 (State your English Learner goal.): <i>Increase the proficiency rating for EL students from 31.1 to 41.1 by 2025</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, TCHS will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 31.1%.	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	ELL Coaching model to help provide additional support for teachers	Increased daily academic performance for all students, specifically gap group students.	SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	Title 1
		ELL teachers will monitor student data in PLC and participate in content level PLCs. PLC teachers discuss common curriculum, student assignments, and common assessments. PLCs will use Plan/Do/Study/Act framework to make use of data.	Increased daily academic performance for all students, specifically gap group students.	SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
	KCWP 5: Design, Align, Deliver Support Processes: Refine our system to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	ELL PLC team members will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.	Increased daily academic performance for all students, specifically gap group students.	SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team	
		KCWP 2: Co-teaching	Add additional EL teacher to allocation	-Lower class sizes -Provide additional supports for EL population	SLC data dive every 6 weeks by head principal and academy principals -APs review data with academy every six weeks -MTSS monthly meetings monitored by MTSS team

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): <i>Increase the proficiency rating in school climate and safety from 61.7 to 71.7 by 2025</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, TCHS will increase the quality of school climate and safety index to 66.7% for all students	KCWP 6: Establish Learning & Culture Environment	Check & Connect with all students via the SLC process	Increased academic performance and PLP contacts increase	-Student benchmarks results -Increase in student and family communications from school level staff (teachers, counselors, administration)	SEC 6 funds
		SLC identity events for each academy	Student participation rates vs eligibility rates	Student participation rates vs eligibility rates	SEC6 Funds
	KCWP 6: Establish Learning & Culture Environment	Creek Week re-teaching when returning to school after a break	Decrease in discipline referrals	6 week data report	
		Weekly update (newsletter) communication from Principal to families, students, and staff	Increased connectedness to school community	Increased and maintained readership each week	
	KCWP 6: Establish Learning & Culture Environment	Increase in school's social media presence for market school and make students feel more connected	Increased connectedness to school community	Increase in followers to school's and principal's social media accounts	
		Mid-year SEL survey for students to identify if students feel connected, welcomed, and wanted	Increased connectedness to school community	Survey results	

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): <i>Increase the proficiency rating in transition readiness from 58.2 to 68.2 by 2023-2024</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who are transition ready in college and career readiness, from 58.2% to 63.2% as measured by 2023	KCWP 2: Design & Deliver Instruction	All students are exposed to direct instruction that focuses on life skills, college selection, application, and funding, work-related etiquette and skills, personal finance, college admissions test preparation, and introduction to the career clusters. These systems will provide students with greater access to marketable skills and certifications that they can carry with them beyond school to increase their opportunities. They also will ensure that all students have direct instruction and guided support regarding the college application process	Increased daily academic performance for all students and for each 6 week grading period progress report	Walkthrough data	NA
	KCWP 2: 100% of teachers uses a high-yield strategy every class, every day	Plan for and implement active student engagement strategies. Content teachers will incorporate bell ringers for essential skills questions and prior content, time-pressured multiple choice assessments (5 questions in 5 minutes), practice identifying most accessible questions, and strategies to eliminate or verify answer choices.	Increased daily academic performance for all students and for each 6 week grading period progress report	Walkthrough data and PLC leads	Title 1
	KCWP 5: Design, Align, Deliver Support Processes	Career: Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Scheduling materials will be developed to clearly define Career Pathway requirements and benefits to attaining Career Ready status. All	Increase in EOP/industry cert performance	Increased enrollment in CTE courses	NA

Goal 6 (State your postsecondary goal.): <i>Increase the proficiency rating in transition readiness from 58.2 to 68.2 by 2023-2024</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		9 th graders will be scheduled into Freshman Seminar and a an introductory CTE course of their choice. CTE teachers will conference with students to identify and schedule them for the next course in the pathway sequence			
		Academic: ACT: Teachers will routinely teach standardized ACT test taking strategies. Students will be encouraged to take more IB, AP, Dual Credit classes. IB: 4 or higher on IB exam upon completion of the course. AP: 3 or higher on exam for a test in the category (science/math or English/Social Studies/Fine Arts) Dual Credit: grade of C or higher on 6 or more hours of KDE approved Dual Credit in the category.	Increased daily academic performance on end of the year assessments	Increased enrollment in dual credit, IB, AP courses and higher performance	Title 1 & ESSER
Objective 2: Increase the number of students who pass an EOP/Industry Cert exam and increase IB/AP/dual credit enrollment by 10% by 2023	KCWP 2: 100% of teachers uses a high-yield strategy every class, every day	Plan for and implement active student engagement strategies. Content teachers will incorporate bell ringers for essential skills questions and prior content, time-pressured multiple choice assessments (5 questions in 5 minutes), practice identifying most accessible questions, and strategies to eliminate or verify answer choices.	Increased daily academic performance for all students and for each 6 week grading period progress report	Walkthrough data and leadership team review of student monthly performance	NA
	KCWP 4: Using PLC data to guide instructional strategies	Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers' instruction.	Increased daily academic performance for all students and for each 6 week grading period progress report	Walkthrough data, PLC leads, and leadership team review of student monthly performance	Title 1

Goal 6 (State your postsecondary goal.): <i>Increase the proficiency rating in transition readiness from 58.2 to 68.2 by 2023-2024</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing learning culture and environment	Committee created with teachers, staff, and students to review incentives and protocols for recruitment and ways to motivate students to take the KSA more seriously	Increased performance on KSA each spring	Walkthrough data and leadership team review of student monthly performance	Title 1 & ESSER

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): <i>Increase the 4 yr cohort graduation rate from 86.8 to 96.8 by 2025</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the graduation rate for all students from 86.8% to 91.8% by 2023	KCWP 1: Design & Deploy Standards	All certified staff members participate in professional learning prior to the start of the school year to hone skills in success criteria and learning intentions	Increased daily academic performance for all students and for each 6 week grading period progress report	Monthly data review by leadership team and MTSS team	NA
		All teachers will participate in content-level PLCs twice per month to review standards-based instructional strategies, assessments, etc.	Increased daily academic performance for all students, for each 6 week grading period progress report, and increased graduation rate	PLC lead, leadership team, and MTSS team	Title 1
	KCWP 5: Design, Align, & Deliver Support Processes	Add additional instructional staffing to math and language arts to lower classes sizes using Title 1	Increased daily academic performance for TSI populations and for each 6 week grading period progress report	Monthly data review by leadership team and MTSS team	Title 1
		Add math and language arts intervention teachers to provide support for students who are not meeting benchmarks using ESSER recovery funds	Increased daily academic performance for TSI populations and for each 6 week grading period progress report	Monthly data review by leadership team and MTSS team	ESSER
	KCWP 6 : Establishing Learning Culture & Environment	Credit recovery students set weekly goals with teacher to increase student performance and accountability	Increased daily academic performance for all students, for each 6 week grading period progress report, and increased graduation rate	Monthly data review by leadership team and MTSS team	NA
		Teachers “name and claim” struggling students as part of the weekly SLC intervention process.	Increased daily academic performance for all students, for each 6 week grading period progress report, and increased graduation rate	Monthly data review by leadership team and MTSS team	NA

Goal 7 (State your graduation goal.): <i>Increase the 4 yr cohort graduation rate from 86.8 to 96.8 by 2025</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the graduation rate for TSI populations by 5% by 2023: Afr-Am: 87 to 92% Hispanic: 77.4% to 82.4% EL: 77.1% to 82.1% Econ Disadvantaged: 83.8% to 88.8% Disability: 78.4% to 83.4%	KCWP 1: Design & Deploy Standards	All certified staff members participate in professional learning prior to the start of the school year to hone skills in success criteria and learning intentions	Increased daily academic performance for all students, for each 6 week grading period progress report, and increased graduation rate	Monthly data review by leadership team and MTSS team	NA
		All teachers will participate in content-level PLCs twice per month to review standards-based instructional strategies, assessments, etc.	Increased daily academic performance for all students, for each 6 week grading period progress report, and increased graduation rate	PLC lead, leadership team, and MTSS team	Title 1
	KCWP 5: Design, Align, & Deliver Support Processes	Add additional instructional staffing to math and language arts to lower classes sizes using Title 1	Increased daily academic performance for TSI populations and for each 6 week grading period progress report	Monthly data review by leadership team and MTSS team	Title 1
		Add math and language arts intervention teachers to provide support for students who are not meeting benchmarks using ESSER recovery funding	Increased daily academic performance for TSI populations and for each 6 week grading period progress report	Monthly data review by leadership team and MTSS team	ESSER
	KCWP 6 : Establishing Learning Culture & Environment	Credit recovery students set weekly goals with teacher to increase student performance and accountability	Increased daily academic performance for all students, for each 6 week grading period progress report, and increased graduation rate	Monthly data review by leadership team and MTSS team	NA
		All certified staff members participate in professional learning prior to the start of the school year to hone skills in success criteria and learning intentions	Increased daily academic performance for all students, for each 6 week grading period progress report, and increased graduation rate	Monthly data review by leadership team and MTSS team	NA

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:
<p>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?</p> <p>Response: The Leadership Team meets weekly to review data and communicates with Academy Team Leads regularly. TSI group students are identified within each academy and intentional conversations and interventions are comprised within each SLC. All faculty/staff participated in back to school professional learning structured around learning intentions and success criteria as well as assessing for learning vs assessing for a grade.</p> <p>Reduce out of school and in-school suspensions by 10% each month without compromising school safety to increase students’ instructional time in class is a priority as well.</p> <p>The leadership team also participated in a Strat-Op Process for development, implementation, and monitoring of school priorities.</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response: There is a school-wide focus on PBIS and the culture/climate of our building to motivate and reward all students. Behavioral expectations are reviewed after breaks to ensure that students are re-taught behavioral expectations. When a student is suspended, he/she participates in a re-entry conference with the Creek Cares staff (administrator and student support services) to ensure all students are receiving the same type of support that is individualized to meet the student's needs. ESSER funds and Title 1 funds are used for additional staff to help lower classes sizes and provide intentional instructional support for TSI sub groups. A returned focus to PLCs in addition to the academy SLC helps ensure ALL students’ needs are being discussed and addressed, especially our TSI sub groups</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response: Professional development related to the following:</p> <ul style="list-style-type: none"> • instructional strategies • learning intentions and success criteria • Technology • Diversity, equity, inclusion, and belonging

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:

- Instructional activities

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 “[Compliance Requirements](#)” 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"/>
Making Grades Matter: Standards Based Grading in a Secondary PLC	Townsend, M. (2020). Making Grades Matter: Standards Based Grading in a Secondary PLC. Solution Tree: Bloomington, IN	<input type="checkbox"/>
Getter Better Faster	Bambrick-Santoyo, P. (2016). Getting Better Faster. Jossey-Bass: San Francisco, CA	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
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:

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 “[Compliance Requirements](#)” 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"/>
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