

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Reading – 31% of all students taking the 2023 KSA for reading scored in the novice range, with 63% below proficiency

Math – 30% of all students taking the 2023 KSA for math scored in the novice range, with 65% below proficiency

Social Studies – 40% of all students taking the 2023 KSA for social studies score in the novice range

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards – Before school started, our staff reviewed their Kentucky Academic Standards and developed new curriculum maps for each grade level and content area. This work will continue throughout the school year, while continuously comparing the standards with the curricula.

KCWP 2: Design and Deliver Instruction – Professional learning this year includes evidence based instructional practices for academic and behavior needs in the classroom. There is a need to make sure students in our upper grades receive differentiated instruction and support in all content areas. Classroom observations through TPGES and Cognia’s eleot 2.0 observation tool will be utilized to assess the delivery of this instruction.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics – 50.7	54.2	-3.5
State Assessment Results in science, social studies and writing – 46.1	47.7	-1.6
English Learner Progress – N/A	N/A	N/A
Quality of School Climate and Safety – 76.2	74.1	+2.1
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</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 the school will take 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: By 2026, Mary A. Goetz Elementary will increase the percentage of students who score proficient or distinguished in reading and math to at least 60% in each area on the Kentucky Summative Assessment.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: By fall 2024, Mary A. Goetz Elementary's percentage of students scoring proficient/distinguished in reading on the Kentucky Summative Assessment will increase from 37% to 50%.	Design and Deploy Standards	Kentucky Academic Standards Checklists (from KASC) will be utilized for planning and reflection during grade level team meetings to ensure all content is taught and assessed.	Star Reading Assessment (K-5)	Team Meeting Schedule	SBDM Funds	
		Newly created Curriculum Maps will be revisited throughout the school year and revised as needed with current curriculum, learning targets, and assessments.	NWEA's MAP Reading Assessment (6 th)			Assessment Schedule
	Design and Deliver Instruction	Teachers will continue to research, practice, and implement best practice strategies based on the Science of Reading. This includes a structured literacy block that includes phonemic awareness, phonics, vocabulary, spelling, and comprehension in the primary grades.	Completion of Science of Reading training	Student Data Meetings	Teacher Evaluations	Title II Funds
		Teachers will utilize reading small group differentiated instruction to meet the needs of all students in grades K-6.	Classroom Observations			
		Continue to refine our MTSS structure to identify students performing below grade level	Star/MAP Reading Assessments		ESSER	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		in reading and provide an evidence-based intervention plan to address needs.			
	Review, Analyze, and Apply Data	Teachers will regularly use formative assessments based on standards and learning targets to guide their daily instructional planning.	Star CBM Assessments Star Reading Classroom Assessments	Assessment Schedule Data Team Meeting Schedule Intervention Schedule	ESSER
		Student Data Teams meet every 8 weeks to review all student data. Data teams include regular education teachers, special education teachers, intervention teachers, counselor, and principal.			
<p>Objective 2:</p> <p>By fall 2024, Mary A. Goetz Elementary's percent proficient/distinguished in math on the Kentucky Summative Assessment will increase from 35% to 50%.</p>	Design and Deploy Standards	Kentucky Academic Standards Checklists (from KASC) will be utilized for planning and reflection during grade level team meetings to ensure all content is taught and assessed.	Star Math (K-5) NWEA's MAP (6 th) PRoPL Assessment Kentucky Summative Assessment	Team Meeting Schedule Assessment Schedule	SBDM Funds ESSER
		Newly created Curriculum Maps will be revisited throughout the school year and revised as needed with current curriculum, learning targets, and assessments.			
	Design and Deliver Instruction	Teachers will continue to research, practice, and implement best practice strategies and have			

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>opportunities to share in collaboration with colleagues.</p> <p>Teachers will utilize math small group differentiated instruction to meet the needs of all students in grades K-6.</p> <p>Continue to refine our MTSS structure to identify students performing below grade level in reading and provide an evidence-based intervention plan to address needs.</p>	<p>Classroom Observations</p> <p>Star/MAP Reading Assessments</p>	<p>Student Data Meetings</p> <p>Teacher Evaluations</p>	<p>ESSER</p>
	<p>Review, Analyze and Apply Data</p>	<p>Teachers will regularly use formative assessments based on standards and learning targets to guide their daily instructional planning.</p> <p>Student Data Teams meet every 8 weeks to review all student data. Data teams include regular education teachers, special education teachers, intervention teachers, counselor, and principal.</p>	<p>Star CBM Assessments</p> <p>Star Reading</p> <p>Classroom Assessments</p>	<p>Assessment Schedule</p> <p>Data Team Meeting Schedule</p> <p>Intervention Schedule</p>	<p>ESSER</p>

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, Mary A. Goetz Elementary will increase our science, social studies, and writing combined status on the Kentucky Summative Assessment from 47.7 to 60.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By fall 2024, Mary A. Goetz Elementary's percent proficient/distinguished in science will increase from 20% to 40% on the KSA.	Design and Deliver Instruction	Implement phenomena-based student experiences in science to create abstract conclusions, student choice, collaboration, and application of knowledge with original products.	Kentucky Summative Assessment Classroom Assessments	Classroom Observations Student Data Meetings	
		Incorporate writing as a component of demonstrating student knowledge and conclusions.			
	Design and Deploy Standards	Through PLCs, curriculum meetings, and professional learning activities, there will be a regular review of the alignment between standards, learning targets, and assessments.	Kentucky Summative Assessment Classroom Assessments	Team Meetings PLC Meetings Professional Learning	
		Newly created Curriculum Maps will be reviewed and updated on a regular basis to reflect curriculum and standard changes.			

Goal 2 (State your science, social studies, and writing goal.): By 2026, Mary A. Goetz Elementary will increase our science, social studies, and writing combined status on the Kentucky Summative Assessment from 47.7 to 60.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<p>Objective 2:</p> <p>By fall 2024, Mary A. Goetz Elementary's percent proficient/distinguished in social studies will increase from 17% to 40% on the KSA.</p>	<p>Design and Deliver Instruction</p>	<p>Incorporate primary source readings within Social Studies with students drawing conclusions from the text.</p>	<p>Kentucky Summative Assessment</p>	<p>Team Meetings</p>		
		<p>Incorporate writing as a component of demonstrating student knowledge and conclusions.</p>	<p>Classroom Assessments Writing Samples</p>	<p>Student Data Meetings</p>		
	<p>Design and Deploy Standards</p>	<p>Through PLCs, curriculum meetings, and professional learning activities, there will be a regular review of the alignment between standards, learning targets, and assessments.</p>	<p>Kentucky Summative Assessment</p>	<p>Team Meetings PLC Meetings</p>		<p>Title II Funds</p>
		<p>Newly created Curriculum Maps will be reviewed and updated on a regular basis to reflect curriculum and standard changes.</p>	<p>Classroom Assessments</p>	<p>Professional Learning</p>		

Goal 2 (State your science, social studies, and writing goal.): By 2026, Mary A. Goetz Elementary will increase our science, social studies, and writing combined status on the Kentucky Summative Assessment from 47.7 to 60.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3:</p> <p>By fall 2024, Mary A. Goetz Elementary's percent proficient/distinguished in writing will increase from 15% to 40%.</p>	<p>Design and Deliver Instruction</p>	<p>Regularly incorporating written responses to prompts and assessments in content areas other than English Language Arts, including social studies, science, math and the arts.</p>	<p>Kentucky Summative Assessment</p> <p>Classroom Assessments</p> <p>Student Writing Samples</p>	<p>Team Meetings</p> <p>Student Writing Samples</p>	<p>Title II Funds</p>
		<p>Content area teachers continue professional learning for writing across the content areas.</p>			
	<p>Design and Deploy Standards</p>	<p>Through PLCs, curriculum meetings, and professional learning activities, there will be a regular review of the alignment between standards, learning targets, and assessments.</p>	<p>Kentucky Summative Assessment</p> <p>Classroom Assessments</p>	<p>Team Meetings</p> <p>PLC Meetings</p> <p>Professional Learning</p>	<p>Title II Funds</p>
		<p>Newly created Curriculum Maps will be reviewed and updated on a regular basis to reflect curriculum and standard changes.</p>			

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
<p>Objective 1:</p> <p>To increase by 10% the percentage of gap students who score proficient and distinguished in each academic content area.</p>	<p>Design, Align, and Deliver Support</p>	<p>Ensure we have an effective MTSS Structure with clearly defined processes so that students will receive appropriate instruction/intervention.</p>	<p>Protocol implemented</p> <p>KSA</p> <p>MAP/Star data</p>	<p>MTSS Handbook</p>	<p>ESSER</p>
		<p>Identify and refer students who perform below grade level for instructional support through before/after-school programs including ESS and the SHINE 21st CCLC Program.</p>	<p>Increased enrollment in ESS & 21st CCLC</p> <p>KSA</p> <p>MAP/Star data</p>	<p>SHINE roster</p>	<p>ESS</p> <p>21CCLC</p>
		<p>The effective use of Tier III Interventionists in Reading and Math to better support identified Grades K-6 students.</p>	<p>KSA</p> <p>MAP/Star data</p> <p>Read & Math 180 data</p>	<p>Intervention and Assessment Schedules</p>	<p>ESSER</p> <p>RTA</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Teachers will utilize online programs such as Think Central, Lexia, Mathia, Dreambox, Read & Math 180, and Journeys as an additional tool to support individualized instruction.</p>	<p>Increased time on individualized intervention</p> <p>KSA</p> <p>MAP/Star data</p>	<p>Lesson Plans</p> <p>Master Schedule</p>	<p>Title I</p> <p>Title II</p> <p>ESSER</p>
<p>Objective 2:</p> <p>To reduce the disparity in academic performance between each student gap group and the reference group.</p>	<p>Review, Analyze and Apply Data</p>	<p>Through grade level team meetings, student data meetings, and professional learning activities, MAP and Star results, and NWEA tools will be used effectively to enhance instruction. Specific activities include student goal setting before each test, thorough analysis provided to students/parents, analysis of proficiency reporting to address skills needed for development, and teacher review with school/district administrators.</p>	<p>Increased emphasis on student growth</p> <p>KSA</p> <p>MAP/Star data</p>	<p>Team meeting schedule</p> <p>PD Plan</p>	<p>Title I</p> <p>ESSER</p>
	<p>Design, Align and Deliver Support</p>	<p>Effective collaboration between general education teachers and special education teachers will take place to ensure that students identified with disabilities are provided the extra support</p>	<p>Increased emphasis on student growth</p> <p>KSA</p> <p>MAP and Star data</p>	<p>Team meeting schedule</p> <p>ARC schedule</p>	<p>IDEA</p> <p>ESSER</p> <p>Title II</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and accommodations needed in order to fully access the curriculum and master the standards.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): Attainment percentages on ACCESS for English Learners at Mary A. Goetz Elementary will increase.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase EL attainment on ACCESS by 10% each year	Review, Analyze, and Apply Data	Students identified as English Learners will receive additional support to meet academic proficiency.	ACCESS data	Assessment Schedule	Title III
	Establishing Learning Culture and Environment				
Objective 2: To provide a part-time EL instructor to better serve students	Review, Analyze, and Apply Data	Ludlow Independent Schools has employed a part-time English Learner Teacher in order to better support EL students and families, helping with academic, cultural, and social support. The instructor will partner with NKCES for resources and programming, and will work with classroom teachers on strategies to better support EL students.	ACCESS data KSA data Star/MAP data	EL teacher schedule Assessment schedule	Title III General Funds
	Establishing Learning Culture and Environment				

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By fall of 2026, Mary A. Goetz Elementary's positivity rates for the quality of school climate and safety on the Kentucky Summative Assessment and the teacher IMPACT surveys will increase from current ratings.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By fall 2024, increase the status score for Quality of School Climate and Safety on KSA from 74.1 to 77.	Review, Analyze, and Apply Data	Quality of School Climate and Safety KSA results will be reviewed and analyzed by the school Leadership Team. Strategies will be developed/refined and implemented to build a stronger and more positive school culture.	KSA data Terrace Metrics data	Faculty and team meeting schedule and agendas	ESSER
	Establishing Learning Culture and Environment	A School Resource Officer will be secured by the city/district to remain on the school campus fulltime.	KSA data Terrace Metrics data KIP data		Title IV GEER
Objective 2: To increase the positive response rates on IMPACT Survey, specifically in the areas of: (current percentages) -School Climate – 69%	Review, Analyze, and Apply Data	The Leadership Team will review and analyze the IMPACT results. Strategies will be developed and implemented to address the highest priority needs/concerns.	KSA data	Meeting Schedule	

Goal 5 (State your climate and safety goal.): By fall of 2026, Mary A. Goetz Elementary's positivity rates for the quality of school climate and safety on the Kentucky Summative Assessment and the teacher IMPACT surveys will increase from current ratings.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
-Managing Student Behavior – 73% -School Leadership – 66%	Establishing Learning Culture and Environment	The school will implement and sustain a school-wide Social Emotional Learning block each morning to start the school day. The Positive Impact curriculum will be utilized, as well as teacher created lessons to address current issues or concerns within the class/school.	KSA data Terrace Metrics data	Master Schedule	General Funds ESSER

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

Components of Turnaround Leadership Development and Support:
<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:</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:</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:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

CSI Evidence-based Practices

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

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