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.

1. Forty percent (40%) of students scored novice in reading in grades 6-8 and forty-three (43%) percent of students scored novice in math in grades 6-8.

2. Seventy-one (71%) of students scored below proficiency in social studies.

3. The majority of faculty for the 2023-2024 school year are new to the district.

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)All teachers will review and revise pacing guides and curriculum maps monthly to be aligned and congruent to new Kentucky Academic Standards
KCWP 2: Design and Deliver Instruction) Job-embedded professional development will be provided to address Tier 1 instruction and assessments in order to meet the intent of the standards
KCWP 2: Job embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.
KCWP 5: Design, Align and Deliver Support Processes) Purchase and use of Chromebooks and carts to provide direct interventions to students during FOCUS

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Orange	Increased
State Assessment Results in science, social studies and writing	Orange	Maintained
English Learner Progress	NA	NA
Quality of School Climate and Safety	Orange	Declined
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

planations/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
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 By 2026, FCMS will increase the reading and math goal from 32% to 47.5%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: FCMS will increase the overall combined Reading and Mathematics Proficiency score by May 2024 as measured by the state assessment from 32% to 42%. Objective 2: FCMS will increase the Reading Proficiency score by May 2024 as measured by the state assessment from 34% to 44%. Objective 3: FCMS will increase the Mathematics Proficiency score by May 2024 as measured by the state assessment from 30% to 40%.	**(KCWP 1: Design and Deploy Standards)** A protocol will be used by which all teachers systematically break down their content standards into clear, concise learning intentions in order to provide clarity of learning in the classroom.	1a. All Teachers will learn and use a protocol in PLCs by which they break down their standards into learning intentions based on Clarity for Learning to be used in the classroom twice a month. Teachers will provide feedback to peers on created learning intentions during PLCs and after school faculty meetings.	Revised curriculum maps during the 2023-2024 school year to align new content area programs to the KAS.	Monitored by administration as guides/maps and feedback are submitted at PLCs to administration for review.	School Allocations Title II
	(KCWP 1: Design and Deploy Standards) Teachers will review and revise pacing guides and curriculum maps to be aligned and congruent to new Kentucky Academic Standards. (KAS)	1b. All teachers will learn to create and utilize success criteria based on Clarity for Learning which will provide proof of learning of the daily learning intentions.	Successful upload of all curriculum Maps for all grade levels and content areas to Google Team Drive.	Monitored by administration as guides/maps and feedback are submitted at PLCs to administration for review.	School Allocations Title II
	(KCWP 1: Design and Deploy Standards) A protocol will be used by teachers which will systematically break down their content standards into clear, concise learning intentions in order to provide clarity of learning in the classroom.	2a. Review, revision, and in some cases, creation of curriculum maps and pacing guides aligned to KAS. Work to primarily occur after school, in PLC(s), and in the summer with monitoring and support of admin.	Successful upload of all curriculum Maps for all grade levels and content areas to Google Team Drive.	Monitored by administration as guides/maps and feedback are submitted at PLCs to administration for review.	School Allocations
		2b. Review and revise maps quarterly based on testing data as completed	Monitor and review data notebooks during PLC meetings	Monitored quarterly by administration during the PLC process.	School Allocation Title I Title II

Goal 1 By 2026, FCMS will increase the reading and math goal from 32% to 47.5%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		2c. Lesson Plan expectations will be set and monitored weekly by administration including Fulton County non-negotiables. A lesson plan template will be reviewed with faculty.	Lesson Plans submitted posted weekly. To be observed during walkthroughs for accuracy	Lesson Plans monitored by administrative and feedback from walkthroughs	School Allocation
	(KCWP 2: Design and Deliver Instruction) Systems/processes/protocols will be established to ensure Tier I Instruction and assessments meet the intent of the standards.	3a. Professional Learning Communities (Focus: Formative Assessment Design, Instructional Strategies, Assessment Protocol & Data Analysis Protocol) Focus on the DuFours' PLC questions through the lens of Plan/Do/Study/Act (PDSA) ● What do we want the students to learn? ● How do we know when they learned it? ● What do we do when they didn't learn it? ● What do we do when they have already learned it? Teachers and admin work together to deconstruct standards using the given protocol. Teachers and admin review assessments during PLC process using the assessment protocol.	Improved Tier I instruction as indicated via walkthrough data and improved student scores on iReady, learning checks, and KSA.	Monitored by administration via walkthroughs, feedback and coaching conversations.	School Allocations Title II

Goal 1 By 2026, FCMS will increase the reading and math goal from 32% to 47.5%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Teachers and admin discuss data (summative and formative) and next steps after using the data analysis protocol.			
		3b. A data analysis protocol will be introduced to new teachers (and reviewed/practiced with returning teachers) as a part of the New Teacher Academy to ensure that new teachers are following the same protocol as the teachers trained last year.	Improved classroom formative and summative assessments, aligned and congruent to KAS	Instructional effectiveness will be monitored through observations and walkthroughs. Data will be monitored and shared with teachers, goals will be set for and with teachers.	School Allocations
	(KCWP 2) Job embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.	4. Faculty and staff will receive embedded and digital online professional learning for *My Perspective, Amplify Science, EnVision* Mathematics, *My World* Social Studies, Sonday System, Four Square Writing method, and Test-Taking Strategies (RACE, KNOW, etc)	Faculty attendance will be monitored by sign in sheets, agenda and professional learning surveys.	Instructional Supervisor, Principals(s) and staff progress monitor with sign in sheets and program surveys completed by staff/faculty.	School Allocations Title I Title II Title IV

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

Goal 2 - By 2026 FCMS will increase the Science, social studies and writing goal from an average of 25% to 41.5%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 FCMS will increase the Separate Academic Indicator (Science, Social Studies, On Demand Writing) proficiency score by May 2024 as measured by the state assessment from to 25% to 35.6%	**(KCWP 1): Design and Deploy Standards)** A protocol will be developed to ensure the current curriculum is valid for writing, sciences, and social studies aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy and fidelity.	1a. Pacing guides/Curriculum Maps- writing, science and social studies. Purchased SAVVAS My World for Social Studies grades 6-8 aligned to KAS. Introduced Wonderopolis for enrichment and intervention across all content areas.	Successful implementation of additional science and Social studies materials aligned to standards as reflected in summative assessment data located in digital data notebooks.	Monitored by administration quarterly Resources to be checked against Evidence-based practices. Stem Consultants, Academic and Principal with review of digital data notebook.	School Allocations Gear Up Grant Title IV Title V
		1.b Resources for Science (Consultants- Science/Stem Consultants with WKEC WK Gear Up Grant) 1.c Resources for Social Studies (Standards, webinars and conferences sponsored by KDE and align instruction & assessments with congruence)	Measured through testing date quarterly with KAS like tests. Measured with IReady quarterly. Improved scores on classroom KAS formative and summative assessments, learning checks, and writing scrimmages.	Monitored via conversations during PLCs and walkthrough data.	School Allocations Title I Title II Gear UP Grant
Objective 2 FCMS will Increase the proficiency score in the area of social studies by May 24 as measured by the state assessment from 29% to 39.5%	(**KCWP 2: Design and Deliver Instruction**) Job-embedded professional development will be provided to address Tier 1 instruction and assessments in order to meet the intent of the standards.	Professional Development (Grades 6-8) Science PIMSER PD, Science/STEM Consultants through WKEC Gear UP grant. Social Studies Networking – modules/alignment tools, Vocabulary Instructional Strategies with in each content area.)	Measured through testing data including IReady and formative and summative assessments.	Monitored via conversations during PLCs and walkthrough data.	School Allocations Title I Title II Title V Gear UP Grant

Goal 2 - By 2026 FCMS will increase the Science, social studies and writing goal from an average of 25% to 41.5%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 3 FCMS will increase the proficiency score in the area of On-Demand writing by May 2024 as measured by the state assessment from 40% in May 2023 to 40.% in May 2024

Objective 4- FCMS will increase the proficiency score in the area of science by May 2024 as measured from 6% in May 2023 to 26.0% in May 2024 | (**KCWP 2: Design and Deliver Instruction**) Job-embedded professional development will be provided to address Tier 1 instruction and assessments in order to meet the intent of the standards. | Staff will be provided job-embedded professional development around the instructional process and opportunities to respond (Total Participation Techniques, TPT) | Success measured through walkthroughs, data notebooks, KSA scores | Increase in proficiency, reduction of Novice as measured by benchmark assessments | School Allocations Title I Title II Gear UP Grant |
| | (**KCWP 4: Review, Analyze and Apply Data**) School leadership and teachers will ensure data is consistently used to make decisions on next steps for instruction at both the school and classroom levels. | Data analysis and assessment protocols will be used during PLCs to ensure assessments that measure KAS to the intended rigor with three to four assessment questions per standard. | Improved student assessment data on formative and summative assessments to include classroom unit assessments, iReady, Learning Checks, and KSA. | Monthly PLC review by teachers and administrators | School Allocations |
| | | Creating a writing matrix for grades 6-8 in a Google Drive to establish writing skills responsibilities per grade and content level, with an emphasis on pre-writing. | Google Drive Writing Matrix containing evidence of pre-writing materials and other writing prompts along with explicit vocabulary instruction strategies as evidenced by lesson plans. | Matrix completed with district personnel support and monitored by administration and writing folders | School Allocations FRYSC |

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: FCMS will increase the average combine reading and mathematics Proficiency rates for all students in the GAP group by May 2024 as measured by the state assessment from to 27% in May 2024.	**(KCWP 2: Design and Deliver Instruction)** A system will be reviewed and revised to ensure Tier I, Tier II and Tier III instructional needs are met and next steps for improvement are identified.	RTI system (monitored and evaluated via IReady Assessment Testing Data) will be continued.	Visible growth from all data sources.	IReady assessment scores measuring growth and proficiency will be administered and evaluated three times per year.	Title I Title IV Title V School Allocations
		Interventions provided daily during FOCUS period to small group using a station teaching model. Students are placed in FOCUS groups based on data from IReady assessment. One small group within the classroom is working directly with the teacher using lessons provided by IReady based on needs revealed by their assessment. Students may be rotated after each IReady Assessment.	Monitor success with an instructional calendar to address improvement priorities from the Diagnostic Review.	I ready Scores Spreadsheets monitored by teachers, principal, curriculum coach and other district administration.	Title I Title IV Title V School Allocations
Objective 2 FCMS will increase the Reading Proficiency rates for all students in the GAP group by May 2024 as measured by the state assessment from 38 % in 2023 to 44% to in May 2024.	**(KCWP 5: Design, Align and Deliver Support Processes)**	Sonday System will be utilized for tier students who are below grade level in reading for phonics intervention. Purchase and use of Chromebooks and carts to provide direct interventions to students during FOCUS period based on their current levels as	iReady growth monitoring, Reading Fluency, and summative assessments in data notebooks	PLC monitoring of summative assessment and fluency check scores	School Allocations Title I FRYSC

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		determined by the IReady Diagnostic. Intervention Teams (Academic and Behavior monitoring)			
Objective 3 FCMS will increase the math proficiency rates for all students in the GAP Group by May 2024 as measured by the state assessment from 25% to 40% in 2024.	**(KCWP 5: Design, Align and Deliver Support Processes)**	Interventions provided daily during FOCUS period to small group using a station teaching model. Students are placed in FOCUS groups based on data from IReady assessment. One small group within the classroom is working directly with the teacher using lessons provided by IReady based on needs revealed by their assessment. Students may be rotated after each IReady Assessment.	Monthly review of progress data and data notebooks in PLC meetings with faculty and administrators	Spreadsheets monitored by PLC and administration.	Title I FRYSC School Allocations

4: English Learner Progress

Goal 4: Fulton County EL students will show a 10% increase in reading and math proficiency by 2025. (The number of student in the EL program does not allow for public data release of percentages)					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Fulton County EL students will show a 10% increase in proficiency by 2025.	KCWP 5:Design, Align and Deliver Support A system will be designed, implemented, monitored, reviewed, and revised to ensure Tiers 1, 2 and 3 instructional needs are identified and next steps for improvement are implemented.	**4.1a EL Program:** The EL Coordinator will ensure that principals and teachers receive EL plans for each student and that annual meetings are held to discuss iReady Diagnostic Benchmark data, classroom performance and progress toward successfully exiting the EL program through the WIDA Access assessment.	Review of report cards, KSA data and classroom assessments	EL Coordinator and grade level teachers monitor student performance during yearly parent meetings.	District Funds Title I
		4.1b Materials and Resources: Evidence-based EL materials and resources provided when available for EL students. (i.e. EL *Amplify*, EL *My World*, EL *My View*, EL *My Perspectives*, EL *Envision Mathematics*, etc.)	Report Cards, Benchmark Testing, Summative and Formative Assessments	Principal(s) and teachers will review progress reports and report cards each nine week grading period	Title I District Funds
		4.1c Access Preparation: EL Coordinator will meet with teachers and EL students to discuss the format and schedule of the WIDA ACCESS assessment. Also, the EL Coordinator will meet with the DTC to ensure the computers and headphones systems are compatible with the assessment	Agenda/Sign In Sheets	DAC and EL Coordinator will review assessment schedule and completion	

5: Quality of School Climate and Safety

Goal 5 By 2026, based on the KSA Quality of School Climate and Safety student data results, FCMS will improve the overall index score from 57.4 (Red) to 64 (Yellow).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 FCMS will implement bullying awareness and reporting to all students in the 6th, 7th and 8th grade.	School Counselors teach lessons on Suicide prevention and bullying.	Videos, small group, large group.	Exit Slips	Student survey	Title IV FRYSC School Allcocations
	FCMS will utilize Terrace Metrics to address Bullying	Videos, worksheets, discussion, group work, interviews, presenters	Exit slips	Student survey	Gear Up Grant School Allocations
Objective 2 FCMS will implement social emotional curriculum along with small groups to identify student needs and to reduce the total behavior events from 101 in 2023 to 85 in 2024 (approximately 15%).	During 7th period, teachers will implement Second Step Lessons.	Videos, workbook, community involvement.	Reduction in Office Discipline Referrals	Principal(s) and School Counselor review behavior data from Infinite Campus each nine weeks.	Title IV School Allocations
	FCMS will utilize Terrace Metrics to address social emotional curriculums.	Using Terrace Metrics each class will complete the core lessons. Each core value has worksheets and videos.	Reduction in Office Discipline Referrals	Principal(s) and School Counselor review behavior data from Infinite Campus each nine weeks.	School Allocations
	Guidance will implement To Good Program along with Tassel ILP.	Activities, lessons and worksheets	Exit slips	Student survey	Gear Up Grant School Allocation

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:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?   **Response:**   Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. 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.	☒
☐		☐
☐		☐
☐		☐
☐		☐

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

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 Continuous Improvement Platform (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.	☒
		☐
		☐
		☐
		☐