

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.

The greatest need at FCHS is in the area of science. Fifty-one percent of students scored novice in science with five percent scoring proficient in this area. Even though this years combined reading and math scores exceeded CSIP goals, reading and math will also remain a priority as different students are assessed each year.

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.

FCHS will work on KCWP 4: Review, Analyze, and Apply Data. We need to take more time to review our data and them be more diligent sharing it with parents and students.
FCHS will work on KCWP 2: Design and Deliver Instruction. We have several new teachers that need coaching on designing lessons and delivering content to address the different types of learners in classes.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.1	4.3
State Assessment Results in science, social studies and writing	57	8.6
English Learner Progress	-	-
Quality of School Climate and Safety	68.4	2.9
Postsecondary Readiness (high schools and districts only)	99.4	14.3
Graduation Rate (high schools and districts only)	98.8	-0.1

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 (State your reading and math goal.): By 2024, FCHS will maintain or meet the state goal on the combined (reading and mathematics) assessment. The number of students proficient and/or distinguished will be maintained.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, FCHS will maintain or meet the state goal on the combined (reading and mathematics) assessment. The number of students proficient and/or distinguished will be maintained.	KCWP 1) A protocol will be developed to ensure the current curriculum is valid for both reading and math (aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy).	1a. Pacing Guides/Curriculum Maps: Teachers will review and revise Reading and Math curricula utilizing KAS standards to identify gaps and make necessary adjustments to Pacing Guides/Curriculum Maps. (throughout the year during PLCs)	All 9-12 th curriculum maps completed and uploaded into shared google docs and teachers using them for classroom instruction.	Curriculum maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by PLC notes.	School Allocations Title 2 funds.
Objective 2 By 2024, FCHS will maintain or meet the state goal on the combined (reading and mathematics) assessment. The number of students proficient and/or distinguished will be maintained.		1d. Reading Resources: Teachers will use Sonday System, if needed, during reading interventions to aid in developing stronger readers. Students in Tier 2 will read various novels with certified staff to develop stronger readers.	Intervention groups structured for a strong foundation in vocabulary, fluency, and reading comprehension as evidenced by iReady results.	Sonday systems monitored on a weekly basis, if used, and through iReady progress monitoring.	School Allocations Purchase new novel sets to be used by all students.
		1e. Standards Mastery Professional Learning: Teachers and administration will participate in professional learning “New Teacher Training” during professional learning communities. Teachers, Instructional Supervisor, and Assistant Superintendent will facilitate this training.	Teachers will develop learning intentions and success criteria collaboratively during time. Teachers will implement learning intentions and success criteria in their classrooms and work on lesson planning.	Teachers and Administration began book study “Clarity for Learning” during the previous school year. This will continue in all classrooms in the following years. Observed by administrative walk-throughs and documented in teacher lesson plans. All new teachers were given books for new learning.	District funds – if needed.

Goal 1 (State your reading and math goal.): By 2024, FCHS will maintain or meet the state goal on the combined (reading and mathematics) assessment. The number of students proficient and/or distinguished will be maintained.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 2) Processes & protocols will be established to ensure Tier 1 instruction and assessments meet the intent of the standards.</p>	<p>2. Professional Learning Communities: Teachers will use common planning to work collaboratively to focus on the following areas monthly: Standards Mastery, Assessment Protocol, & Data Analysis (iReady, Truscore, ACT)</p>	<p>Professional Learning Communities meet monthly as evidenced by agendas, and minutes.</p>	<p>Teachers and administrators will review and analyze assessments during PLCs</p>	<p>School Allocations</p>
	<p>(KCWP 2) Job embedded professional development will be provided to address Tier 1 instruction and assessments in order to meet the intent of the standards.</p>	<p>3. Professional Development: Teachers will implement professional learning from the following mini-PD sessions: iReady w/Rep. or virtual- full day. Lead teachers are attending Dig Deeper PD at WKEC, Social Studies network meeting at WKEC, Math network meetings at WKEC. WKEC science and math specialists are attending FCHS on a regular basis to help all teachers.</p>	<p>Professional Development measured by PD attendance, documentation, lesson plans & iReady diagnostic.</p>	<p>Teachers and administrators will monitor PD effects during benchmark data analysis after each iReady diagnostic and evaluate. Lead teachers bring back new material and lead during PLCs.</p>	
	<p>(KCWP 3) School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.</p>	<p>4a. Test Prep Strategies: Teachers will utilize Truscore ACT prep for all content areas. This prep will help reading and math scores, KDE blueprint, online practice, timed tests, and writing organizers. All students have access to after school tutoring on Monday – Thursday. Certified teachers are</p>	<p>Teachers and administrators will review and analyze assessments during PLCs</p>		<p>None SBDM allocations Title I funds</p>

Goal 1 (State your reading and math goal.): By 2024, FCHS will maintain or meet the state goal on the combined (reading and mathematics) assessment. The number of students proficient and/or distinguished will be maintained.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		staying to help with homework or test prep strategies.			

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

Goal 2 (State your science, social studies, and writing goal.): FCHS will strive to decrease the novice students in the areas of science, social studies and writing by May of 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 FCHS will strive to decrease the novice students in the areas of science, social studies and writing by May of 2024.	KCWP 1) A protocol will be developed to ensure the current curriculum is valid for both science, social studies and writing(aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy).	1a. Pacing Guides/Curriculum Maps: Teachers will continue to develop, revise Science, Social Studies and Writing curriculum maps utilizing the newest KAS standards to identify gaps and make necessary adjustments to Pacing Guides/Curriculum Maps. This activity is ongoing.	HS science, social studies, and writing teachers will upload curriculum map into google docs. Teachers will use them for classroom instruction.	Curriculum maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by PLC notes.	School Allocations
	KCWP 3) School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.	3a. Test Prep Strategies: Teachers will use test prep strategies: Truscore Science test, KDE blueprint, timed tests, practice TCTs, summative assessments, & on demand writing prompts.	Teachers and administrators will review and analyze assessments during PLCs.	Teachers and administrators will review the data monthly or when tests are given during the year. This will be completed during PLC time or faculty meetings.	None
	(KCWP 2) Design and Deliver Instruction	3c. Writing Folders: Administration will review and revise current FCHS writing plan with staff. Teachers will then utilize the writing plan and matrix to guide writing instruction in all classrooms. This is on-going.	Writing folders will not be kept for each student. Teachers will turn in one piece of writing to principal by May of 2024.	Principal will monitor writing at FCHS.	FRYSC
		3d. Short Answer/Extended Response Writing for ODW: 11 th grade writing teacher will be responsible for reviewing the types of ODW pieces.	Students will show an increase in scores with ODW pieces based on writing prompts given as formative assessments.	11 th grade student’s writing pieces will be monitored through PLCs with the instructional supervisor and principal.	None
Objective 2	(KCWP 2) Design and Deliver Instruction				

Goal 2 (State your science, social studies, and writing goal.): FCHS will strive to decrease the novice students in the areas of science, social studies and writing by May of 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		3. Professional Development Both social studies teachers are attending the WKEC Social Studies Network meetings at the cooperative in Eddyville, KY. One new science teacher is working with the WKEC science consultant to learn new strategies for teaching her classes.	Professional Development measured by attendance documentation.	Implementing new ways of teaching in their lesson plans. Discussing new ideas with the principal.	None

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).

Goal 3: FCHS will decrease novice by 5% in reading and math with our African American population and economically disadvantaged students by May of 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 FCHS will decrease novice by 5% in reading and math with our African American population and economically disadvantaged students by May of 2024.	KCWP 2) 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.	1a. Rtl or Anchor Strong Time: Administration and staff reviewed, evaluated, and revised AST based on intervention effectiveness. Program took on a new look with a direct focus on interventions (enrichment and remediation) to meet individual student learning needs.	Groups will reflect a decrease in Tier III grouping and an increase in Tier II and I groups based on iReady data .	Administrators and teachers will examine iReady diagnostic data three times per year. Diagnostics will be given in Fall, February and late Spring.	School Allocations Title I
		Anchor Strong time includes 30 minutes at the end of the day for interventions. 4 groups are using iReady for individual learning paths in Reading and Math, 5 groups are having literary circles with various novels, 2 ACT/KYOTE prep groups and 1 specific math intervention group.	iReady Benchmark Assessments will show an increase in proficiency and an increase in growth. ACT national test scores and KYOTE test scores	iReady Benchmark diagnostic data is evaluated and monitored through PLCs and faculty meetings. Administrators and teachers will evaluate these scores once they are received by the high school.	None
	(KCWP 2) Job embedded professional development will be provided to address GAP needs.	The Truscore Practice ACT will be given twice to all students.	Data will be evaluated and feedback will be given to students.	Administrators and teachers will evaluate these scores.	Gear-Up grant
		3a. Professional Development: Teachers will attend and implement	PD is measured by attendance	Teachers and administrators will monitor PD during faculty meetings	Title II

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2		professional learning from WKCE Math Network Trainings. 3a. Professional Development: Teachers will attend and implement professional learning from WKCE Math Network Trainings.	documentation, lesson plans, and walkthroughs.	from feedback from staff members. Evaluation of PD opportunities and needs will take place in May of 2024.	
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): This does not apply to FCHS. I do not have a large population of English learners.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): FCHS will maintain or improve slightly the quality of school climate/safety survey from 68.4% to 70% by May of 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 FCHS will maintain or improve slightly the quality of school climate/safety survey from 68.4% to 70% by May of 2024.	KCWP 6: Establishing Learning Culture and Environment	Mentoring: All students will have a mentor teacher that they meet with on Mondays and Fridays during Anchor Strong time. This is a time for character lessons and for conversations about grades, and future plans.	Survey and talking with students.	Principal will walk around during this time to monitor the character lessons and conversations being held.	FYRSC
		Celebrations: Once a month all students will be called to the gym to recognize students of the month and to celebrate the good that is happening at FCHS.	Attendance of students Conversations with students.	Principal will ask for feedback from students and teachers for these events.	SBDM monies and community donations.
		The principal will also for various holidays or events push her “woot, woot” cart through the halls of FCHS. This is to give out treats to students and teachers.	Meet with class officers and students for feedback on success.		SBDM monies and community donations.
		Honor Roll luncheons will be held after each nine weeks to recognize students for academic excellence. Incentives: Students will be praised when doing well on a test, with attendance, benchmark testing, or with a character trait.	Attendance of events. Attendance of events.	Feedback from teachers and students. Feedback from teaches and students	SBDM monies Community donations

Goal 5 (State your climate and safety goal.): FCHS will maintain or improve slightly the quality of school climate/safety survey from 68.4% to 70% by May of 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Opportunities: Students are encouraged to participate in various clubs, field trips, and club competitions.</p> <p>Counseling: Students at FCHS have a school counselor and a contracted counselor to help meet their mental health needs. School counselor teaches social-emotional learning to all students during health class.</p>	<p>Attendance of events. Number of students who join a club.</p> <p>Number of students meeting regularly with a counselor.</p>	<p>Principal, Teachers, Counselor</p> <p>Principal and counselor</p>	<p>Community donations</p> <p>None</p>
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): FCHS will maintain or increase slightly the percentage of students who are post-secondary ready to 99.5% by May 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 FCHS will maintain or increase slightly the percentage of students who are post-secondary ready to 99.5% by May 2024.	(KCWP 1) (KCWP 2) (KCWP 3) (KCWP 4) (KCWP 5) (KCWP 6)	ACT Interventions: ACT interventions and practice ACT tests will be given to grades 9-12.	Increased number of students meeting College Benchmarks and/or completing industry certifications evidenced by March ACT test, KYOTE test, and industry certification tests.	Teachers, and Administration will evaluate data in PLCs.	Four Rivers Foundation Title 1 School Allocations
		Pilot Academy: Dual Credit courses offered in house and at the Four Rivers Career Academy to students 10-12 th grades.	Completing college courses with a C or higher. Completing industry certifications assessments.	Monitored and evaluated by teachers, administrators, and four rivers career academy staff.	Four Rivers Foundation Title 1 School Allocations Community Donations
		College & Career: College and Career Fair 9-12th : Different businesses/Colleges come and activities are planned to emphasize the importance of college and or career opportunities. Individual Learning Plans completed 9-12 (Pathway Tassel) Academic Readiness Tutoring Teachers will provide afterschool tutoring to provide academic readiness support for student needing assistance.	Business Participation Students completing industry certifications. Completion of this task by May 2024. Sign-In Sheet for documentation. ACT data Student graduation rate. Career readiness	Entire HS school staff and district members attend and monitor College & Career Coach Teachers Administrators Teachers Principal Enrollment Number of offerings	FRYSC

Goal 6 (State your postsecondary goal.): FCHS will maintain or increase slightly the percentage of students who are post-secondary ready to 99.5% by May 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>College & Career Counseling: Principal and or College Coach provides college and career counseling.</p> <p>Career Pathways: Increase opportunity to access career pathways by evaluating CTE pathways in high school and the 4 Rivers Career Academy and ensuring that pathways align to student interests and industry needs.</p> <p>Career Event: BEST DAY EVER Job Shadowing for 9-12 graders in the field of their choice 8th grade transition: Held in the spring to provide guidance to students in their identified career interest. Scheduling for HS classes</p>	<p>Pathway completions</p> <p>Number of business and student participation Pathway completion Rough draft of schedules</p>	<p>Principals – HS and CTE</p> <p>Principal Teachers College & Career Coach</p> <p>FRYSC helps organize this event. HS and CTE teachers and administrators monitor and evaluate. HS students give feedback on this</p>	<p>Four Rivers Career Academy</p> <p>School Allocations</p> <p>FRYSC School Allocations</p>
		<p>Guest Speakers: Community people will be invited in to classrooms to speak with our students about their future, financial planning, and to give advice for next stage of life. Various branches of the military will be invited in to speak with students so they have this opportunity at FCHS.</p>	<p>Number of community members/military personnel willing to participate.</p>	<p>Principal, teachers, and counselor</p>	<p>None</p>
Objective 2					

Goal 6 (State your postsecondary goal.): FCHS will maintain or increase slightly the percentage of students who are post-secondary ready to 99.5% by May 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): FCHS will improve the Graduation rate to 100% by 2024, as measured by the average of the 4 and 5 year cohorts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 FCHS will improve the Graduation rate to 100% by 2024, as measured by the average of the 4 and 5 year cohorts.	(KCWP 2) (KCWP 4) (KCWP 5) (KCWP 6)	Progress monitoring for on-target graduation: Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests. Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Individual Learning Plan, transcripts and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school. Communication: Communication regarding graduation requirements will take place through a variety of means including, but not limited to: board policy, parent meetings, newsletters, conferences, public meetings, district and school websites, registration and scheduling information, and social media.	Staff greater awareness of tools available.	Results of the audit.	None
			Fall and spring incentives.	Principal, DPP, FRYSC and SRO will make home visits, if needed.	School Allocations Community Donations FYRSC
			Greater public awareness of FC graduation requirements	Master schedule Rosters Principal, Teachers, HS support staff	None
				Principal, Teachers, College and Career Coach will plan and organize these events for students.	School Allocations FYRSC

Goal 7 (State your graduation goal.): FCHS will improve the Graduation rate to 100% by 2024, as measured by the average of the 4 and 5 year cohorts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Transcript Audit: Principal and attendance clerk conduct a transcript audit yearly to ensure students are following a career pathway and on-track to graduate on time.</p> <p>Establish Good Attendance Habits: Monitor student attendance and Chronic absenteeism. Continue to have attendance clerk call home to parents. Recognize class with highest attendance rate on bulletin board. Recognize students with perfect attendance. Reward students with good attendance in fall and spring.</p> <p>Advisory/Mentor Time: High school will offer advisory time within the master schedule for students to work with a mentor to make sure students are staying on track in their coursework and assisting in nonacademic concerns or problems.</p> <p>Seniors will have opportunities to visit college campuses and the workforce in order to receive information about scholarships, housing and the job demand.</p>	<p>No student is missing required graduation courses.</p> <p>Awareness of students who are chronically absent improvement of overall attendance.</p> <p>Students remain on track.</p> <p>Graduation rate Attendance Grades</p>		

Goal 7 (State your graduation goal.): FCHS will improve the Graduation rate to 100% by 2024, as measured by the average of the 4 and 5 year cohorts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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"/>
		<input type="checkbox"/>
		<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:
<p>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</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>

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