Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 that will occur 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.

Updated June 2023

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):
By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, the percent of students scoring Proficient/Distinguished in Reading will move from a 41% in Spring of 2023 to a 45% in Spring of 2024.	KCWP 5: Design, Align, and Deliver Support	Daily intervention/enrichment time in all grades K-5. This includes station time in reading with extra supports pushing in to gen ed classrooms.	MAP Growth FastBridge Reading Inventories Formative/Summative Assessments K-Prep	MTSS Data Sheet FastBridge Progress Monitoring PLC Protocol	
		GAP Coordinator, Diana Lyddane, will provide intervention support to classroom teachers. In addition, she received training in Orton Gillingham as well as LETRS to support teachers as well as students during tiered intervention time. This fall Diana also received Morphology training from IMSE.	Reading Inventories MTSS Data Sheet MAP Growth FastBridge Formative Assessments	FastBridge Progress Monitoring	Title I Funds
		Students who continue to need additional support and fall below the 20%ile on MAP in reading, will be placed in Tiered Interventions. Research based interventions specific to each child's needs will be used, data tracked, and progress monitored.	Reading Inventories FastBridge MTSS Data Sheet MAP Growth Formative Assessments	FastBridge Progress Monitoring MTSS Data Sheet Student Summary Sheet Florida Center for Reading Research	Title I Funds
		Reading Recovery and Small Group Intervention with Anita Lamar. She also pushes in to all 2nd grade classes to offer additional support.	Reading Recovery Testing Reading Inventories	Anecdotal Notes Formative Assessments Student Summary Sheet	RTA Grant Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design	• Pacing Guides, Unit Planners, and Content	• Each grade level has a	• PLC Mid-Year check to determine if pacing guides	• RTA Grant • Title I

Goal 1 (State your reading and math goal.):
By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	Calendars were developed last year and updated in August 2023 to match our new CKLA reading curriculum. In addition, primary grades are following the IMSE Orton-Gillingham sequence for phonics. This also builds vertical alignment within our building. ● CKLA curriculum training-August 2023 ● CKLA curriculum coaching - 2023-24 school year ● Daily intervention/enrichment time built into each grade level schedule through stations. ● MTSS Training - core team to understand the MTSS process, action plan, data sheet, and individual students summaries (RTI) all in order to best meet the needs of each individual child. ● LETRS (vol 1 & 2) training provided for all K-5 reading teachers plus our GAP	folder in Google Drive where all materials are housed. ● KSA & MAP Growth ● FastBridge ● Formative Assessment Class work MAP Data ● MTSS Action Plan MTSS Data Sheet ● Completion of LETRS units Support and in-person training ● Implementation in the classroom and/or small groups ● Training completion	need adjustments to meet student needs K-5 Teachers have a Standards Binder to annotate and track standards being taught. ● Lesson Plans including reading standards. PLC Protocol ● Lesson Plans including reading standards. PLC Protocol ● PLC MTSS Data Sheets Individual Student Summaries ● Orton Gillingham trained teachers will implement Tier 3 interventions for qualifying students, provide support and encouragement for one another, and assist classroom teachers in identifying students who would benefit from Orton Gillingham	● District Funds

Goal 1 (State your reading and math goal.):
By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Coordinator to provide knowledge of phonics and phonemic awareness. For sustainability, all new teachers receive LETRS training. ● IMSE Orton Gillingham training for all regular ed and special ed teachers. This training was implemented with students in Tier 3 reading or special ed students who have reading goals. However, for the 2023-24 school year, all K-2 teachers are using OG for their phonics instruction and teachers in grades 3-5 are using OG for spelling. ● Additional PD is provided monthly throughout the 2023-24 school year through Deidra Hightower, KDE, to work on learning intentions, success criteria, and standards deconstruction.			
Objective 2 By Spring 2024, the percent of students scoring Proficient/Distinguished in	KCWP 5: Design, Align, and Deliver Support	Daily intervention/enrichment time in all grades K-5 through Math Work Places.	MAP Growth FastBridge Formative/Summative Assessments K-Prep	MTSS Data Sheet FastBridge Progress Monitoring PLC Protocol	

Goal 1 (State your reading and math goal.):
By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Math will move from 43% in Spring of 2023 to 48% in Spring of 2024.		Classroom teachers provide Tier 2 support to students in the classroom. Tier 3 supports are provided by our math interventionist, Amanda Garrison.	MAP Growth FastBridge Formative/Summative Assessments	MTSS Data Sheet FastBridge Progress Monitoring PLC Protocol	
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	● Pacing Guides, Unit Planners, and Content Calendars were developed with support from Karen Chelf, University of Louisville, and updated each summer and reviewed each 9 weeks. ● Pacing guides have been adjusted and updated for the 2023-24 school year. ● Additional PD is provided monthly throughout the 2023-24 school year through Deidra Hightower, KDE, to work on learning intentions, success criteria, and standards deconstruction. ● Continue a K-5 Math Committee which will focus on standards and vertical conversations to increase proficiency in math.	● Each grade level has a folder in Google Drive where all materials are housed. ● Classroom implementation to fidelity ● Teachers will discuss math vertically to build a cohesive school wide program.	● PLC Mid-Year check to determine if pacing guides needed adjustments to meet student needs K-5 Teachers have a Standards Binder to annotate and track standards being taught. ● Lesson Plans Unit Planners PLC Protocol Classroom Observations & Walkthroughs ● Monthly meetings of math committee for the purpose of vertical conversations and understanding of the standards.	● District Funds

Updated June 2023

Goal 1 (State your reading and math goal.):
By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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

Goal 2 (State your science, social studies, and writing goal.):
By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 46%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the State Assessment will be 40%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in On-Demand Writing will be 40%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, the percent of students scoring Proficient/Distinguished in Science will move from 40% in Spring of 2023 to 43%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	• Pacing Guides, Unit Planners, and Content Calendars were developed with support from Karen Chelf, University of Louisville - Project Link. • Pacing guides have been adjusted and updated for the 2023-24 school year. • HMH Science Curriculum has been adopted for all grades K-5. • Training of admin through Science Leadership Support Network through PIMSER. • CKLA reading curriculum includes extensive nonfiction passages/texts that expand science exposure or knowledge.	• Each grade level has a folder in Google Drive where all materials are housed. • Increase in 4th grade science scores on state testing • District discussion of vertical alignment from K-8	• PLC Mid-year check to determine if pacing guides need adjustments to meet student needs K-5 Teachers have a Standards Binder to annotate and track standards being taught. • Formative and summative classroom assessments	• District Funds • Title I
Objective 2 By the Spring of 2024, the percent of students scoring Proficient/Distinguished in Social Students will move from 31% in Spring of 2023 to 35%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	• Pacing Guides, Unit Planners, and Content Calendars were developed with support from Karen Chelf, University of Louisville - Project Link.	• Each grade level has a folder in Google Drive where all materials are housed.	• PLC Mid-year check to determine if pacing guides need adjustments to meet student needs K-5 Teachers have a Standards Binder to annotate and track standards being taught.	• District Funds • Title I

Goal 2 (State your science, social studies, and writing goal.):
By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 46%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the State Assessment will be 40%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in On-Demand Writing will be 40%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Pacing guides have been adjusted and updated for the 2023-24 school year. ● District provided curriculum, NYSTROM, for grades K-5 to implement the social studies standards. Continued training for 2nd year of implementation (Aug. 2023) ● Kendal Maxwell, 5th grade Social Studies teacher, was selected to participate in a Student work samples cohort for social studies through the state department. She continues to support K-3 teachers in social studies priority standards and vertical alignment. ● CKLA reading curriculum includes extensive nonfiction passages/texts that expand social studies exposure or knowledge.	● Ability to apply and understand social studies concepts ● KDE Resources	● Formative assessments Online interactive notebooks Vocabulary quizzes Summative Assessments - ERQ ● Sample student work and lessons for the new standards will be shared. Student work will be categorized low, medium, high. These will be located on the KDE website for each grade level as resources.	
Objective 3 By the Spring of 2024, the percent of students scoring	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	● School level writing plan is documented and approved through our SBDM council. This is currently being	Completed plan	Student work samples Grade level and vertical alignment	ESS Daytime Waiver

Goal 2 (State your science, social studies, and writing goal.):
By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 46%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the State Assessment will be 40%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in On-Demand Writing will be 40%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Proficient/Distinguished in On-Demand Writing will move from 29% in Spring of 2023 to 35%.	KCWP 6: Establish Learning Culture and Environment	updated by teachers from our literacy committee with the support of Becky Gaynor. ● Becky Gaynor is providing additional writing support to teachers and students in grades 3-5 in both on-demand writing as well as extended response. ● Students in K-5 write across content areas.			
		Students falling below grade level in writing will be placed in Tiered Interventions for writing.	Student growth in the area of writing.	FastBridge Progress Monitoring Improvement in student work Work samples Anecdotal notes	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2024, the percentage of special education students scoring proficient/distinguished in reading will move from 25% in 2023 to 29%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	• MTSS Implementation • FastBridge Progress Monitoring • All special education teachers have received IMSE - Orton Gillingham Training to be used in the resource setting as well as the co-teach setting • Co-teaching is being implemented. North is part of the GRREC Co-teach Cohort for the 2023-24 school year.	• MAP Growth Reading Inventories Anecdotal Records Formative & Summative Assessments • FastBridge • Implementation for qualifying students Reading growth • Student access to grade level standards & inclusion in gen ed setting • Monthly Meetings	• MTSS Data Sheet Individual Student Summary Sheet • Progress monitoring for IEP goals through FastBridge • Student observations • Anecdotal Records • Student work samples	• District Funds

Updated June 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By Spring of 2024, the percent of socio-economic disadvantaged students scoring proficient/distinguished in reading will move from 33% in 2023 to 37%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	● MTSS Implementation ● LETRS Training (K-3 teachers) and Orton Gillingham Training (Spec. Ed teachers, GAP Coordinator,all K-3, and 4th and 5th grade reading teachers). ● Support from FRC to remove barriers from student learning. (examples: food, clothes, rent/bills, etc.) ● ESS services (before and after school)	● MAP Growth Reading Inventories Anecdotal Records Formative & Summative Assessment ● FastBridge ● Fewer students from this GAP group will need Tier 2/ interventions in reading	● MTSS Data Sheet Individual Student Summary Sheet ● MTSS Data Sheet Individual Student Summary Sheet FastBridge Progress Monitoring ● Piloting portions of materials Research other districts Rubric is being used to vet potential reading curriculum Presentations from textbook companies	● District Funds ● FRC Funds ● ESS Funds
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): By Spring 2025, the percentage of EL students scoring Proficient/Distinguished will increase in the area of Reading.

To follow the goals written on the Program Service Plan (PGP) to differentiate instruction to meet each English Language Learner's needs (see link below)

Hancock County Public Schools EL Lau Plan

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2025, the percentage of EL students scoring Proficient/Distinguished will increase in the area of Reading.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	Vocabulary development to include pictures/synonyms to help with language development.	MAP/FastBridge CKLA assessments	Access scores	N/A
		Visual cues and supports across content areas to develop understanding.	MAP/FastBridge CKLA assessments	Access Scores	N/A
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By Spring 2024, our school climate and safety will have a measure of 75%. By Spring 2025, our school climate and safety will have a measure of 80%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2023, the combined percentage of our quality of school climate and safety will move from 71.7% in 2023 to 75%.	KCWP 6: Establish Learning Culture and Environment	• School-wide PBIS expectations (teach, reteach, posted throughout building, share and discuss on daily news) • Use Leader In Me and teaching of the 7 Habits to build strong character traits both individually and when working with others. • Discuss safety procedures 1 time per quarter in guidance • PBIS Behavior Flowchart to build consistency in fairness across settings • Addition of a full-time SRO on the school campus. • Individual and class rewards for positive behavior • Leadership roles classroom/school-wide	Decrease in office referrals	Review behavior data monthly through IC Tableau at monthly Lighthouse/MTSS data meetings.	District Funds Title I
Objective 2					

Goal 5 (State your climate and safety goal.): By Spring 2024, our school climate and safety will have a measure of 75%. By Spring 2025, our school climate and safety will have a measure of 80%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

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

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**
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 below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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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:**

Evidence-based Practices

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

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

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