

## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

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

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

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

### Requirements for Building an Improvement Plan

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

## Alignment to Needs:

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

### Priorities/Concerns from Needs Assessment for Schools

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

Reading and Math continue to be a priority. Our accountability scores in Reading and Math combined were 64.3. This is an increase from the 21/22 SY by 5.8, however we need to show consistent and continued growth to make sure our students are maintaining their progress from year to year and we are continuing to close gaps. Specifically, our math score for grades 3-5 was 58.3. While higher than the 21/22 SY, they are still lower than the district average of 62.6. Our reading score for grades 3-5 was 70.3. Again, higher than the 21/22 SY, but lower than the district average of 73.4.

#### SED and ED Populations

We will continue to prioritize our Special Education students and our economically disadvantaged students. Our special education population scored 47.1 in reading and 33.2 in math, compared to the district average of 44.9 (reading) and 35.1 (math). Our economically disadvantaged students scored 59.7 in reading and 48.4 in math, compared to the district average of 63.2 (reading) and 52.1 (math). Our fall iReady universal screener data also supports these focus areas. In reading, 15% of our SED students scored proficient at the beginning of the year compared to 27% proficient for students who do not receive special education services. In math, 11% of SED students scored proficient as compared to 15% proficient for students who do not receive special education services. When we look at our fall iReady universal screener data for reading and our economically disadvantaged students, 21% of students scored proficient compared to 34% of students who are not economically disadvantaged. When we look at our fall iReady universal screener data for math and our economically disadvantaged students, 10% of students scored proficient compared to 17% of students who are not economically disadvantaged.

#### Growth

Furthermore, we want to continue our growth by intentionally focusing on typical and stretch growth on our universal screener, iReady, for both reading and math. Last spring, 61% of students met their typical growth in reading (1 year's worth) and 32% of students met their stretch growth in reading. Last spring, 49% of students met their typical growth in math (1 year's worth) and 20% of students met their stretch growth in math. To continue growing proficiency, we need to continue to grow the percentage of students who meet not just typical growth, but stretch growth to ensure that students are on track to reach grade level and maintain. When looking at iReady growth data, there is very little discrepancy in our focus area groups (SED and Economically Disadvantaged) when compared to the rest of the school population. This furthers the need that we need to focus on growth as an entire school and not just individual groups.

To address these needs, we will continue to focus on rigor of instruction and rigor of assessments. As well as, ensuring standards alignment with activities and assessments.

### 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**

Processes:

- Ensure curricular alignment reviews are an ongoing action of the PLC's planning process
- Ensure regularly scheduled curriculum meetings to review alignment between standards, learning targets, and assessment measures

Practices:

- Review and conduct cyclic curriculum reviews/checks within PLC
- Use summative evidence to inform what comes next for individual students and groups of students
- Determine if assignments/activities/assessment reflect the learning targets students have had the opportunity to learn

Conditions:

- Increase collaboration in deconstructing standards and developing congruent learning targets

**KCWP 2: Design and Deliver Instruction**

Processes:

- Ensure congruency is present between standards, learning targets, and assessment measures
- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery

Practices:

- Plan for an implement active student engagement strategies
- Develop assignments and activities that reflect the learning targets students have had the opportunity to learn

**Indicator Scores**

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

<b>Indicator</b>	<b>Status</b>	<b>Change</b>
State Assessment Results in reading and mathematics	Medium	Increase
State Assessment Results in science, social studies and writing	High	Significant Increase
English Learner Progress	High	N/A
Quality of School Climate and Safety	Low	Decline
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

**Explanations/Directions**

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> 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 2025, Daniel Boone Elementary school will increase the combined reading and math proficiency to 66.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Daniel Boone elementary school will increase the combined reading and math proficiency to 65.0	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	<p>Continued training teachers in Continuous Classroom Improvement.</p> <p>Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.</p> <p>BIT Teams for Math</p>	iReady, F & P, Interventions, STAT process, development of scope and sequence documents	Winter 2023 and Spring 2024 iReady and F&P Assessments	\$0
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	<p>Continued training teachers in Continuous Classroom Improvement.</p> <p>Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.</p> <p>First grade push in support for reading &amp; second grade RISE room</p>	iReady, F & P, Interventions, STAT process, development of scope and sequence documents	Winter 2023 and Spring 2024 iReady and F&P Assessments	\$0
Objective 2 By 2025, Daniel Boone elementary school will increase the combined reading and math proficiency to 66.5.	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	<p>Continued training teachers in Continuous Classroom Improvement.</p> <p>Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.</p>	iReady, F & P, Interventions, STAT process, revision and editing of scope and sequence documents	Winter 2024 and Spring 2025 iReady and F&P Assessments	\$0
		<p>Continued training teachers in Continuous Classroom Improvement.</p>	iReady, F & P, Interventions, STAT process, revision and	Winter 2024 and Spring 2025 iReady and F&P Assessments	\$0

Goal 1 (State your reading and math goal.): By 2025, Daniel Boone Elementary school will increase the combined reading and math proficiency to 66.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> <li data-bbox="567 305 862 370"> <a href="#">KCWP 2: Design and Deliver Instruction</a> </li> </ul>	Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.	editing of scope and sequence documents		

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

Goal 2 (State your science, social studies, and writing goal.): By 2025, Daniel Boone Elementary school will increase our Science, Social Studies, and Writing proficiency to 70.0						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 By 2024, Daniel Boone Elementary school will increase our Separate Academic Indicator proficiency to 68.5.	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	<p>Continued training teachers in Continuous Classroom Improvement.</p> <p>Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.</p>	iReady, F & P, Interventions, STAT process, development of scope and sequence documents	Winter 2023 and Spring 2024 iReady and F&P Assessments	\$0	
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	<p>Continued training teachers in Continuous Classroom Improvement.</p> <p>Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.</p>	iReady, F & P, Interventions, STAT process, development of scope and sequence documents	Winter 2023 and Spring 2024 iReady and F&P Assessments	\$0	
Objective 2 By 2025, Daniel Boone Elementary school will increase our Separate Academic Indicator proficiency to 70.0.	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	<p>Continued training teachers in Continuous Classroom Improvement.</p> <p>Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.</p>	iReady, F & P, Interventions, STAT process, revision and editing of scope and sequence documents	Winter 2024 and Spring 2025 iReady and F&P Assessments	\$0	
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	<p>Continued training teachers in Continuous Classroom Improvement.</p> <p>Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.</p>	iReady, F & P, Interventions, STAT process, revision and editing of scope and sequence documents	Winter 2024 and Spring 2025 iReady and F&P Assessments	\$0	



Goal 2 (State your science, social studies, and writing goal.): By 2025, Daniel Boone Elementary school will increase our Science, Social Studies, and Writing proficiency to 70.0					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

### 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 2024, Daniel Boone Elementary school will increase our Economically Disadvantaged proficiency to 55.0	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.  Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.	iReady, F & P, Interventions, STAT process, development of scope and sequence documents	Winter 2023 and Spring 2024 iReady and F&P Assessments	\$0
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.  Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.	iReady, F & P, Interventions, STAT process, development of scope and sequence documents	Winter 2023 and Spring 2024 iReady and F&P Assessments	\$0
Objective 2 By 2025, Daniel Boone Elementary school will increase our Economically	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.  Meeting bi-monthly in Professional Learning Communities to address	iReady, F & P, Interventions, STAT process, revision and editing of scope and sequence documents	Winter 2024 and Spring 2025 iReady and F&P Assessments	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Disadvantaged proficiency to 56.0		evidenced based instructional practices.			
	<ul style="list-style-type: none"> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.  Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.	iReady, F & P, Interventions, STAT process, revision and editing of scope and sequence documents	Winter 2024 and Spring 2025 iReady and F&P Assessments	\$0
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, Daniel Boone Elementary school will increase our English Learner proficiency to 66.5						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 By 2024, Daniel Boone Elementary school will increase our English Learner proficiency to 65.5	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.	iReady, F & P, Interventions, STAT process, development of scope and sequence documents, ACCESS	Winter 2023 and Spring 2024 iReady and F&P Assessments, Ellevation		
		Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.				
		<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.	iReady, F & P, Interventions, STAT process, development of scope and sequence documents, ACCESS	Winter 2023 and Spring 2024 iReady and F&P Assessments, Ellevation	
			Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.			
		Students work with ELL teacher and using Imagine Learning 2 - 3 times per week on building fluency and comprehension skills to develop English proficiency				
Objective 2 By 2025, Daniel Boone Elementary school will increase our English Learner proficiency to 66.5	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.	iReady, F & P, Interventions, STAT process, revision and editing of scope and sequence documents, ACCESS	Winter 2024 and Spring 2025 iReady and F&P Assessments, Ellevation		
		Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.				
			Continued training teachers in Continuous Classroom Improvement.	iReady, F & P, Interventions, STAT process, revision and	Winter 2024 and Spring 2025 iReady and F&P Assessments, Ellevation	

Goal 4 (State your English Learner goal.): By 2025, Daniel Boone Elementary school will increase our English Learner proficiency to 66.5

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> <li data-bbox="572 305 862 370"> <a href="#">KCWP 2: Design and Deliver Instruction</a> </li> </ul>	<p data-bbox="935 305 1416 440">Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices.</p> <p data-bbox="935 475 1400 646">Students work with ELL teacher and using Imagine Learning 2 – 3 times per week on building fluency and comprehension skills to develop English proficiency</p>	<p data-bbox="1438 305 1723 402">editing of scope and sequence documents, ACCESS</p>		

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, Daniel Boone Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 72.5						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 By 2025, Daniel Boone Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 72.1	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.	2024 Grades 3 – 5 Student Voice Survey	Winter and Spring SRSS data, MTSS monthly minutes		
		Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices, particularly relating to SEL curriculum and climate of school				
		<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.	2024 Grades 3 – 5 Student Voice Survey	Winter and Spring SRSS data, MTSS monthly minutes	
			Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices, particularly relating to SEL curriculum and climate of school			
		Monthly MTSS school level meetings to discuss academics, behavior, and SEL				
Objective 2 By 2025, Daniel Boone Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 72.5	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul>	Continued training teachers in Continuous Classroom Improvement.	2025 Grades 3 – 5 Student Voice Survey	Winter and Spring SRSS data, MTSS monthly minutes		
		Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices, particularly relating to SEL curriculum and climate of school				
			Continued training teachers in Continuous Classroom Improvement.	2025 Grades 3 – 5 Student Voice Survey	Winter and Spring SRSS data, MTSS monthly minutes	

Goal 5 (State your climate and safety goal.): By 2025, Daniel Boone Elementary school will increase our Quality of School Climate and Safety Survey Indicator to 72.5

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> <li data-bbox="567 305 862 370">• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	<p data-bbox="935 337 1408 505">Meeting bi-monthly in Professional Learning Communities to address evidenced based instructional practices, particularly relating to SEL curriculum and climate of school</p> <p data-bbox="935 542 1408 639">Monthly MTSS school level meetings to discuss academics, behavior, and SEL</p>			

**6: Postsecondary Readiness (High School Only)**

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



**8: Other (Optional)**

Goal 8 (State your separate goal.): N/A					
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:

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<p><b>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.</b></p>

### TSI/ATSI Evidence-based Practices

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

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

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

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

<b>Turnaround Team:</b>
<b>Consider:</b> 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 <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>

### 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.

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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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