

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.

In Reading, 72% of our students are Novice or Apprentice
In Math, 80% of our students are Novice or Apprentice

In Reading, 94% of our Disabled students are Novice or Apprentice
In Math, 94% of our Disabled students are Novice or Apprentice

In Reading, 88% of our EL students are Novice or Apprentice
In Math, 90% of our EL students are Novice or Apprentice

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 5: Design, Align, and Deliver Support – Continue and improve PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, collaborative lesson creation, and analysis of data; Ensuring formative, interim, and summative assessment results are used appropriately to determined tiered intervention needs specifically with the MTSS framework.

KCWP 6: Establish Learning Culture and Environment – Intentionally promote a safe, nurturing, and caring learning environment where students learn and are supported to meet their individual needs, which enables equity for academic, social, emotional, and physical needs and optimal opportunities for academic success.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	40.3 index	+2.0 index
State Assessment Results in science, social studies and writing	31.5 index	-4.2 index
English Learner Progress	12.8	-9.1
Quality of School Climate and Safety	61.0 index	-1.8 index
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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: JMS will increase READING proficiency on KSA from 28% to 55.3% by May 2027. JMS will increase MATH proficiency on KSA from 20% to 41.4% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase READING proficiency on KSA from 28% to 35% by May 2024.</p> <p>Objective 2: Increase MATH proficiency on KSA from 20% to 25.4% by May 2024</p>	<p>KCWP 1: Design & Deploy Standards</p> <p>Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.</p>	<p>ELA and Math teachers will implement a curriculum aligned with KSA standards and ensure congruence between the standards, learning intentions, and assessment measures.</p>	<p>MVPA data, summative data, Lesson Plans (Jet Sets), PLC Agenda/Minutes</p>	<p>Walkthrough data, PDSA minutes</p>	<p>Amplify Reading (Title 1 23-24)</p> <p>Illustrative Math (Title 1 23-24)</p>
	<p>KCWP 2: Design & Deliver Instruction</p> <p>Sustain a systematic approach to designing and delivering instruction in reading and math by ensuring Tier 1 is intentionally highly effective and provided to all students in the classroom.</p>	<p>Teachers will participate in job-embedded PLCs using the DuFour PLC model.</p>	<p>Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan, Student Name and Claim</p>	<p>Walkthrough data, PDSA minutes</p>	
		<p>Teachers will participate in differentiated professional learning during the school day and/or extension of the school day on high yield instructional strategies.</p>	<p>Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan</p>	<p>Walkthrough data,</p>	<p>Professional Learning (Title 1 23-24)</p>
		<p>Teachers will effectively use an instructional process aligned to district guiding documents (Priority Standards, Learning Targets, and Success Criteria) and use the backward design process to plan for core instruction.</p>	<p>Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan</p>	<p>Walkthrough data,</p>	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		District and school coach will work collaboratively with teachers to design and deliver instruction and implement highly effective instruction through best practices and effective coaching models.	Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan	PDSA minutes, Walkthrough data,	
	KCWP 5: Design, Align, Deliver Support Processes	ILT will conduct weekly walkthroughs and provide immediate feedback to teachers	Increase proficiency on MVPA		
	Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on student learning and academic purposes.	ILT will review walkthrough data weekly during ILT meetings and use data to identify specific coaching and professional learning needs.	Increase proficiency on MVPA	30-60-90 day ILT support	

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

Goal 2: JMS will increase SCIENCE proficiency on KSA from 11% to 34.2% by May 2027. JMS will increase SOCIAL STUDIES proficiency on KSA from 14% to 51.1% by May 2027. JMS will increase WRITING proficiency on KSA from 14% to 25.5% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase SCIENCE proficiency on KSA from 11% to 16.8%, SOCIAL STUDIES proficiency on KSA from 14% to 23.3%, and WRITING proficiency on KSA from 14% to 20% by May of 2024.	KCWP 1: Design & Deploy Standards Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.	Science teachers will implement a science curriculum that aligns to NGSS standards and ensures congruence between the standards, learning intentions, and assessment measures.	Common Unit Data MVPA Data, Student Name and Claim PLC minutes Lesson Plans (Jet Sets)	Walkthrough data	
		Social Studies teachers will utilize an instructional resource, such as History Alive and DBQ Process, to develop all Social Studies curricular units using backward design to ensure congruence between standards, learning intentions, and assessment measures.	Common Unit Data MVPA Data, Student Name and Claim, PLC minutes Lesson Plans (Jet Sets)	Walkthrough data	
	KCWP 2: Design & Deliver Instruction Sustain a systematic approach to designing and delivering instruction in writing by ensuring Tier 1 is intentionally highly effective and provided to all students in the classroom.	Teachers will allow students to write for authentic purposes, analyze rich text, use rubrics and success criteria exemplars, collaborate with peers, and improve critical thinking skills that address on-demand writing prompts, extended response questions, lab reports, essays, and research papers.	Rubrics, Success Criteria, Student Work Sample, Student Name and Claim, PDSA Lesson Plans (Jet Sets)	PDSA minutes – Student Work Samples	
		Teachers will implement a school-wide standard writing plan to increase stamina.	MVPA Writing Data Common Unit assessments	PDSA Minutes Walkthrough data	
Objective 2					

Goal 2: JMS will increase SCIENCE proficiency on KSA from 11% to 34.2% by May 2027. JMS will increase SOCIAL STUDIES proficiency on KSA from 14% to 51.1% by May 2027. JMS will increase WRITING proficiency on KSA from 14% to 25.5% by May 2027.

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: Increase READING proficiency on KSA for African Americans from 23% to 33%, Hispanics from 27% to 35%, English Learners from 12% to 22%, and Disability students from 6% to 16% by May 2024.	KCWP 5: Design, Align, Deliver Support Processes Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language, literacy and math skills needed for Disabled students: Specifically	Teachers will collaborate with co-teachers to implement evidence-based, Specifically Designed Instruction focused on the student’s individual needs, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content.	PLC minutes, observations, MVPA data, Lesson Plans (Jet Sets), Student Name and Claim	Data Dashboard; SpEd PLC minutes, Walkthrough Data	
Objective 2: Increase MATH proficiency on KSA for African Americans from 11% to 21%, Hispanics from 18% to 25.4%, English Learners from 10% to 20%, and Disability students from 6% to 16% by May 2024.	Designed Instruction and English Learners, listening, reading, writing, and speaking in English for academic purposes.	Teachers will collaborate with co-teachers and paras to implement evidence-based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.	PLC minutes, observations, MVPA data, ACCESS data, Lesson Plans (Jet Sets)	Data Dashboard; EL PLC minutes, Walkthrough Data	Instructional Para 27,000 (Title 1) EL teacher 60,000 (Title 1)
		All Teachers will use the study-act protocol to analyze formative and	PDSA, student work samples, assessment	Study Act Protocol discussions with opportunities for next steps	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		summative assessment and use data to readjust the curriculum (content and pacing) to meet student needs based on assessment results.	data, Student Name and Claim		
Objective 3					

4: English Learner Progress

Goal 4: JMS will increase the English Learner indicator from 12.8 to 25.9 by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the English Learner indicator from 12.8 to 18.0 by May 2024	KCWP 5: Design, Align, Deliver Support Processes Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language, and literacy needed for English Learners, listening, reading, writing, and speaking in English for academic purposes.	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, and assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Teacher efficacy Increased student proficiency, Jet Sets	Data Dashboard; EL PLC minutes, Walkthrough Data	
		EL teachers and general education teachers will collaborate with instructional paras to implement evidence-based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.	PLC minutes, observations, MVPA data, ACCESS data, Lesson Plans (Jet Sets), Student Name and Claim	Data Dashboard; EL PLC minutes, Walkthrough Data	Instructional Para 27,000 (Title 1) EL teacher 60,000 (Title 1)
Objective 2					

5: Quality of School Climate and Safety

Goal 5: JMS will increase the Quality of School Climate and Safety indicator from 61.0 to 67.8 by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Quality of School Climate and Safety indicator from 61.0 to 65.0 by May 2024.	KCWP 5: Design, Align, Deliver Support Processes	Align and integrate school mental health, PBIS, and Rti, ensuring an interconnected MTSS framework.	Student data dashboards, PLC minutes, Referral data	CSIP monitoring and ILT will determine the next steps	
	Implement a continuous improvement process to design, align, and deliver support services focusing on the Multi-Tiered System of Support framework.	PBIS team will meet monthly to ensure that school-wide expectations of students are clearly defined and that group norms have been established within the school and classroom. These practices should align with the student code of conduct.	PBIS minutes, Intervention data, Student Name and Claim	CSIP monitoring and ILT will determine the next steps	
	KCWP 6: Establishing Learning Culture and Environment	Leadership will systemically monitor indicators that adversely affect student success and develop action items to remove those barriers.	Leadership PLC minutes, Student name and claim	CSIP monitoring and ILT will determine the next steps	
	Develop a systemic approach that establishes a safe, supportive, and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level.				

Goal 5: JMS will increase the Quality of School Climate and Safety indicator from 61.0 to 67.8 by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase teacher retention of renewal contract documentation from 62% to 84% by August 2024	KCWP 6: Establishing Learning Culture and Environment Develop a systemic approach to establishing a safe, supportive, positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level.	Provide New Teacher induction and support throughout the year.	New teacher induction plan, monthly meeting minutes & Sign in sheets	CSIP monitoring and ILT will determine the next steps	
		Provide formal mentorship for new teachers with support from the university, district, and instructional coach.	Mentorship plan, observations, surveys	CSIP monitoring and ILT will determine the next steps	
		Continue Monday Morning Check-ins to obtain the teacher's voice. All administrators will respond to items needing follow-up by Friday.	Survey results,	CSIP monitoring and ILT will determine the next steps	
		Implement action teams to support shared decision-making and engagement in all areas of the school.	Action Team minutes,	CSIP monitoring and ILT will determine the next steps	

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

<p>Components of Turnaround Leadership Development and Support:</p> <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: To ensure effective leadership, each leader will establish a professional development program tailored to address their professional growth plan to support the needs of English Learners and Disabled students. This involves training sessions with collaborative leadership groups, mentorship programs, and workshops focusing on cultural sensitivity, differentiated instruction, data-driven decision-making, and fostering a positive and inclusive school culture.</p>
<p>Identification of Critical Resources Inequities:</p> <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: A review of the allocation of resources, including staff, time, and budget, with a lens toward identifying any disparities that might contribute to underperformance. This process involves data analysis, surveys, and discussions among stakeholders. Once inequities are identified, a plan to reallocate resources equitably to support the needs of English Learners and Disabled students will be created.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <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: A thorough analysis of the school's learning culture, paying specific attention to the English Learners and Disabled students, was conducted. Identify Clarity as a systemic issue contributing to underperformance and develop tailored professional learning for teachers and walkthroughs for monitoring. Continued Professional learning progression includes culturally responsive teaching practices, fostering a growth mindset, and intervening with socio-emotional learning.</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <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: Utilize academic and non-academic data to pinpoint areas of need for the targeted subgroup(s). Incorporate evidence-based practices, such as differentiated instruction methods, personalized learning approaches, or targeted support programs, directly addressing the identified needs. Develop a monitoring system to ensure fidelity in implementing these evidence-based practices and regularly assess their effectiveness through ongoing data collection and analysis. The data analysis will include before-and-after academic performance data, student surveys, teacher feedback, or external evaluations. Fostering a collaborative environment involving all stakeholders—teachers, administrators, parents, students, and the community—is crucial for the success of any improvement plan. This collaboration ensures diverse perspectives are considered and increases the likelihood of sustainable, meaningful improvements for all subgroups.</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.

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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Best practices to teach EL students	Vaugh, S., Martinez, L.R. Wanzek, J., Roberts, G. Swanson, E., & Fall, A-M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. <i>Journal of Educational Psychology</i> , 109(1), 22-34. Retrieved from https://www.meadowscenter.org/files/resources/Vaughn-2017.pdf Additional evidence based practices research can be found at Gersten, R.,& Baker, S. (2000). What We Know about Effective Instructional Practices for English Language Learners. <i>Exceptional Children</i> , 66(4), 454-470. Retrieved from https://doi.org/10.1177.001440290006600402	<input type="checkbox"/>
Teacher Support: Teacher Efficacy and Explicit and Systematic Teaching Strategies	Brinson, Dana, and Lucy Steiner. “Building Collective Efficacy: How Leaders Inspire Teachers to Achieve.” <i>Issue Brief</i> , Oct 2007, pp. 1-6.	<input type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

CSI Evidence-based Practices

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

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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