

## 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.

- Writing Achievement (KSA) for all students shows 44% below proficiency, with 50% proficient and only 7% distinguished. 58% of economically disadvantaged students compared to 41% of white students are below proficiency. 42% of economically disadvantaged students scored proficient, but 0% scored distinguished.
- Math Achievement (KSA) of economically disadvantaged students (39% below proficiency) compared to white students (28% below proficiency).
- Social Studies Achievement (KSA) for all students shows 57% below proficiency. For economically disadvantaged students, 71% are below proficiency compared to white students at 53% below proficiency.

### 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 2: Design and Deliver Instruction**

Lesson Plans (Schology) and student work samples – Learning Targets, Success Criteria and Performance of Understanding are congruent to standards

Increase engagement strategies (eg. Kagan, partner reading, opportunities to answer questions and participate in lessons, etc.)

Increase Writing opportunities for students, including more intentional and specific feedback and use of rubrics at all grade levels.

#### **KCWP 4: Review, Analyze and Apply Data**

PLC collaboration sessions and Rtl meetings

Goal-setting & reflections

Student Growth Goals for all Cline students in all content areas assessed by MAP

#### **KCWP 5: Design, Align and Deliver Support**

PLC collaboration sessions, Rtl meetings, collaborative teaching with SpEducation teachers

Intervention and enrichment for academics and SEL

**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	89.7 (Green)	-3.1
State Assessment Results in science, social studies and writing	72.5 (Yellow)	-5.4
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	78.4 (Green)	-0.8
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

**1: State Assessment Results in Reading and Mathematics**

Goal 1 By May 2028, 78.5% of all students in Grades 3, 4 and 5 will be proficient in Reading and 83.2% of all students in Grades 3, 4 and 5 will be proficient in Math on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, 74.2% of Cline Elementary 3rd, 4th and 5th Grade students will demonstrate proficiency in Reading	<b>KCWP 2: Design and Deliver Instruction</b>	Write and monitor Lesson Plans (Schoolology) and student work samples for Learning Targets, Success Criteria and Performance of Understanding that are congruent to Kentucky Academic Standards	Schoolology Lesson Plans Student Work Samples	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Monitoring of Schoolology Lesson Plans PLC+ Documentation and Collaborative Sessions	Title I Funds
		Use of Engagement Strategies in the classroom will increase (eg. Kagan, partner reading, OpenSciEd, etc.)	Training and monitoring of Engagement Strategies in the classroom	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Professional Learning opportunities	Title I Funds
	<b>KCWP 4: Review, Analyze and Apply Data</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning.	Each teacher’s class percentage of Conditional Growth will increase	PLC+ Documentation (Schoolology) Cline MTSS RtI Building Level Data Documents	
		Using Student Growth Goals for all Cline students in Reading, teachers will reflect upon the percentage of students meeting Winter and Spring goals, and compare results to other teachers in the same grade throughout the district	MAP Achievement and Growth Scores will meet Growth Goals	MAP Achievement and Growth Reports	
	<b>KCWP 5: Design, Align and Deliver Support</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher’s class percentage of Conditional Growth will increase	PLC+ Documentation (Schoolology) Cline MTSS RtI Building Level Data Documents Classroom Walkthroughs	
		Provide Intervention, Enrichment & Tailored Instruction, along with Progress Monitoring	Flexible intervention groupings (IXL, Benchmark Phonics, myView materials) Progress Monitoring (MAP Reading Fluency, AIMSWeb)	MAP Reading Fluency Reports AIMSWeb Progress Monitoring Reports Cline MTSS RtI Building Level Data Documents G/T Progress Reports	SBDM Funds School Activity Account Funds

			Gifted/Talented and Primary Talent Pool RtI Meetings		
		General and Special Education Teachers will provide collaborative and resource instruction using Best Practices and Explicit Instruction	Classroom collaboration and resource instruction (Barton, SPIRE, Really Great Reading)	Classroom Walkthroughs Individual Progress Monitoring Reports	SBDM Funds School Activity Account Funds
Objective 2 By May 2025, 79.8% of Cline Elementary 3rd, 4th and 5th Grade students will demonstrate proficiency in Math.	<b>KCWP 2: Design and Deliver Instruction</b>	Write and monitor Lesson Plans (Schoology) and student work samples for Learning Targets, Success Criteria and Performance of Understanding that are congruent to Kentucky Academic Standards	Schoology Lesson Plans Student Work Samples	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Monitoring of Schoology Lesson Plans PLC+ Documentation and Collaborative Sessions	Title I Funds
		Use of Engagement Strategies in the classroom will increase (eg. Kagan, partner reading, OpenSciEd, etc.)	Training and monitoring of Engagement Strategies in the classroom	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Professional Learning opportunities	Title I Funds
	<b>KCWP 4: Review, Analyze and Apply Data</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher's class percentage of Conditional Growth will increase	PLC+ Documentation (Schoology) Cline MTSS RtI Building Level Data Documents	
		Using Student Growth Goals for all Cline students in Math, teachers will reflect upon the percentage of students meeting Winter and Spring goals, and compare results to other teachers in the same grade throughout the district.	MAP Achievement and Growth Scores will meet Growth Goals Each teacher's class percentage of Conditional Growth will increase	MAP Achievement and Growth Reports	
	<b>KCWP 5: Design, Align and Deliver Support</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher's class percentage of Conditional Growth will increase	PLC+ Documentation (Schoology) Cline MTSS RtI Building Level Data Documents Classroom Walkthroughs	
		Provide Intervention, Enrichment & Tailored Instruction, along with Progress Monitoring	Flexible intervention groupings (IXL, EDM materials, Do The Math, SC Math, ALEKS, XtraMath)	MAP Reading Fluency Reports AIMSweb Progress Monitoring Reports Cline MTSS RtI Building Level Data Documents G/T Progress Reports	SBDM Funds School Activity Account Funds

			Progress Monitoring (AIMSWeb) Gifted/Talented and Primary Talent Pool enrichment RtI Meetings		
		General and Special Education Teachers will provide collaborative and resource instruction using Best Practices and Explicit Instruction	Classroom collaboration and resource instruction (Do The Math, XtraMath, ST Math)	Classroom Walkthroughs Individual Progress Monitoring Reports	SBDM Funds School Activity Account Funds

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

Goal 2 By May 2028, 62.4% of all students in Grade 4 will be proficient in Science, 62.2% of all students in Grade 5 will be proficient in Social Studies, and 70.8% of all students in Grade 5 will be proficient in Writing on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, 54.8% of Cline Elementary 4th Grade students will demonstrate proficiency in Science; 54.7% of Cline Elementary 5th Grade students will demonstrate proficiency in Social Studies	<b>KCWP 2: Design and Deliver Instruction</b>	Write and monitor Lesson Plans (Schoology) and student work samples for Learning Targets, Success Criteria and Performance of Understanding that are congruent to Kentucky Academic Standards	Schoology Lesson Plans Student Work Samples	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Monitoring of Schoology Lesson Plans PLC+ Documentation and Collaborative Sessions	Title I Funds
		Use of Engagement Strategies in the classroom will increase (eg. Kagan, partner reading, OpenSciEd, etc.)	Training and monitoring of Engagement Strategies in the classroom	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Professional Learning opportunities	Title I Funds SBDM Funds School Activity Account Funds
	<b>KCWP 4: Review, Analyze and Apply Data</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher's class percentage of Conditional Growth will increase	PLC+ Documentation (Schoology) Cline MTSS RtI Building Level Data Documents	
		Using Student Growth Goals for 3rd-5th grade Cline students in Science and Social Studies, teachers will reflect upon the percentage of students meeting Winter and Spring goals, and compare results to other teachers in the same grade throughout the district	MAP Achievement and Growth Scores will meet Growth Goals Each teacher's class percentage of Conditional Growth will increase	MAP Achievement and Growth Reports	
	<b>KCWP 5: Design, Align and Deliver Support</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher's class percentage of Conditional Growth will increase	PLC+ Documentation (Schoology) Cline MTSS RtI Building Level Data Documents Classroom Walkthroughs	
		General and Special Education Teachers will provide collaborative and resource instruction using Best Practices and Explicit Instruction	Classroom collaboration and resource instruction	Classroom Walkthroughs Individual Progress Monitoring Reports	
Objective 2 By May 2024, 64.9% of Cline Elementary 5 <sup>th</sup> Grade students	<b>KCWP 2: Design and Deliver Instruction</b>	Write and monitor Lesson Plans (Schoology) and student work samples for Learning Targets, Success	Schoology Lesson Plans Student Work Samples	Classroom Walkthroughs Planning and coaching with District Instructional Coaches	Title I Funds

Goal 2 By May 2028, 62.4% of all students in Grade 4 will be proficient in Science, 62.2% of all students in Grade 5 will be proficient in Social Studies, and 70.8% of all students in Grade 5 will be proficient in Writing on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
will demonstrate proficiency in Writing.		Criteria and Performance of Understanding that are congruent to Kentucky Academic Standards		Monitoring of Schoology Lesson Plans PLC+ Documentation and Collaborative Sessions	
		Increase Writing opportunities for students, including intentional and specific feedback and use of rubrics at all grade levels	Schoology Lesson Plans Student Work Samples Teacher Feedback with Rubric	Classroom Walkthroughs Planning and coaching with District Instructional Coaches	Title I Funds
	<b>KCWP 4: Review, Analyze and Apply Data</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher's class percentage of Conditional Growth will increase	PLC+ Documentation (Schoology) Cline MTSS RtI Building Level Data Documents	
		Using Student Growth Goals for 3rd-5th grade Cline students in Language, teachers will reflect upon the percentage of students meeting Winter and Spring goals, and compare results to other teachers in the same grade throughout the district	MAP Achievement and Growth Scores will meet Growth Goals Each teacher's class percentage of Conditional Growth will increase	MAP Achievement and Growth Reports	
	<b>KCWP 5: Design, Align and Deliver Support</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher's class percentage of Conditional Growth will increase	PLC+ Documentation (Schoology) Cline MTSS RtI Building Level Data Documents Classroom Walkthroughs	
		General and Special Education Teachers will provide collaborative and resource instruction using Best Practices and Explicit Instruction	Classroom collaboration and resource instruction	Classroom Walkthroughs Individual Progress Monitoring Reports	



### 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 62% of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grade students who are economically disadvantaged will be proficient in Reading by May 2025.	<b>KCWP 2: Design and Deliver Instruction</b>	Write and monitor Lesson Plans (Schoolology) and student work samples for Learning Targets, Success Criteria and Performance of Understanding that are congruent to Kentucky Academic Standards	Schoolology Lesson Plans Student Work Samples	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Monitoring of Schoolology Lesson Plans PLC+ Documentation and Collaborative Sessions	Title I Funds
		Use of Engagement Strategies in the classroom will increase (eg. Kagan, partner reading, etc.)	Training and monitoring of Engagement Strategies in the classroom	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Professional Learning opportunities	Title I Funds
	<b>KCWP 4: Review, Analyze and Apply Data</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher's class percentage of Conditional Growth will increase	PLC+ Documentation (Schoolology) Cline MTSS RtI Building Level Data Documents	
		Using Student Growth Goals for Cline students in Reading, teachers will reflect upon the percentage of students meeting Winter and Spring goals, and compare results to other teachers in the same grade throughout the district.	MAP Achievement and Growth Scores will meet Growth Goals Each teacher's class percentage of Conditional Growth will increase	MAP Achievement and Growth Reports	
	<b>KCWP 5: Design, Align and Deliver Support</b>	Cline's FRYSC will support economically disadvantaged students	FRYSC Reports	FRYSC Needs Assessment Reports FRYSC Advisory Council Minutes	FRYSC
		Provide Intervention, Enrichment & Tailored Instruction, along with Progress Monitoring	Flexible intervention groupings (See Reading above) Progress Monitoring (MAP Reading Fluency, AIMSWeb)	MAP Reading Fluency Reports AIMSWeb Progress Monitoring Reports Cline MTSS RtI Building Level Data Documents G/T Progress Reports	SBDM Funds School Activity Account Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Gifted/Talented and Primary Talent Pool enrichment RtI Meetings		
Objective 2 69.6% of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grade students who are economically disadvantaged will be proficient in Math by May 2025.	<b>KCWP 2: Design and Deliver Instruction</b>	Write and monitor Lesson Plans (Schoolology) and student work samples for Learning Targets, Success Criteria and Performance of Understanding that are congruent to Kentucky Academic Standards	Schoolology Lesson Plans Student Work Samples	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Monitoring of Schoolology Lesson Plans PLC+ Documentation and Collaborative Sessions	Title I Funds
		Use of Engagement Strategies in the classroom will increase (eg. Kagan, partner reading, etc.)	Training and monitoring of Engagement Strategies in the classroom	Classroom Walkthroughs Planning and coaching with District Instructional Coaches Professional Learning opportunities	Title I Funds
	<b>KCWP 4: Review, Analyze and Apply Data</b>	Use growth data to drive PLC+ Collaboration Sessions, RtI Meetings and Professional Learning	Each teacher’s class percentage of Conditional Growth will increase	PLC+ Documentation (Schoolology) Cline MTSS RtI Building Level Data Documents	
		Using Student Growth Goals for Cline students in Math, teachers will reflect upon the percentage of students meeting Winter and Spring goals, and compare results to other teachers in the same grade throughout the district.	MAP Achievement and Growth Scores will meet Growth Goals Each teacher’s class percentage of Conditional Growth will increase	MAP Achievement and Growth Reports	
	<b>KCWP 5: Design, Align and Deliver Support</b>	Cline’s FRYSC will support economically disadvantaged students	FRYSC Reports	FRYSC Needs Assessment Reports FRYSC Advisory Council Minutes	FRYSC
		Provide Intervention, Enrichment & Tailored Instruction, along with Progress Monitoring	Flexible intervention groupings (See Math above) Progress Monitoring (AIMSWeb) Gifted/Talented and Primary Talent Pool enrichment RtI Meetings	AIMSWeb Progress Monitoring Reports Cline MTSS RtI Building Level Data Documents G/T Progress Reports	SBDM Funds School Activity Account Funds
Objective 3					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

**4: English Learner Progress**

Goal 4 n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 n/a					
Objective 2 n/a					

5: Quality of School Climate and Safety

Goal 5 By May 2025, Cline Elementary will increase the Quality of School Climate and Safety Indicator Score from 78 to 86.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will indicate they feel safe and secure in the school environment.	<b>KCWP 2: Design and Deliver Instruction</b>	Use Resiliency Poll results to form Small Group Sessions for students in need	Resiliency Poll Data will show students in need	Data collection for students receiving services Small Group Session surveys	General funds
		Staff will provide facts and data about the importance of good attendance to students and families	Increased attendance rates schoolwide	Information and data shared on Cline Morning News and Parent Newsletters	
		Provide Second Steps Lessons in Classrooms	Second Steps lessons completion Schoolwide Assemblies	Second Steps Lesson monitoring Exit slips and application of SEL	SBDM Funds
	<b>KCWP 4: Review, Analyze and Apply Data</b>	Use Behavior Data to show students in need of additional support with behavior	IC Tableau and Kickboard data will show students in need	IC Behavior Data from Tableau and Kickboard	
		Monitor attendance rates and chronic absenteeism for all students	Increased attendance rates schoolwide	Attendance data from IC Tableau Monthly Student Support Meetings	
		Staff will analyze attendance and chronic absenteeism data	Increased attendance rates schoolwide	Attendance data from IC Tableau Monthly Student Support Meetings	
	<b>KCWP 5: Design, Align and Deliver Support</b>	FRYSC will create Small Group Sessions for students in need of coping strategies for stressors such as stress, anxiety, etc.	Post-session surveys will demonstrate a drop in stress, anxiety, etc. and an increasing in coping strategies	Post-session surveys Post-session Behavior Data	
		Conduct Home Visits and send letters to students with excessive absences and tardies	Increased attendance rates schoolwide	Attendance data from IC Tableau Monthly Student Support Meetings PLP Contact Log	
		Staff will continue to use Classroom 180 Strategies	Decrease in behavior referrals	Classroom Walkthroughs IC Behavior Data/Referrals	
			PBIS Committee will provide on-going support for staff and students	PBIS events and assemblies	Feedback/Surveys after PBIS events and/or assemblies
Objective 2					

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

Goal 6 n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 n/a					
Objective 2 n/a					

**7: Graduation Rate (High School Only)**

Goal 7 n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 n/a					
Objective 2 n/a					

**8: Other (Optional)**

Goal 8 n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 n/a					
Objective 2 n/a					

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

## CSI Evidence-based Practices

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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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