

## 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.

**32% of our students scored novice on the reading KSA test.**

**41% of our students scored novice on the math KSA test**

### 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.

**Design and Deliver Instruction with a focus on Tier One instruction**

**Review, Analyze, and Apply data with a focus on meeting the needs of those scoring at the Tier II and Tier III levels**

### 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	49.8	3.1
State Assessment Results in science, social studies and writing	52.3	-2.3
English Learner Progress	N/A	N/a
Quality of School Climate and Safety	80	3.5
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 Increase Proficiency Score in Reading from 34% to 62.7% by year 2027, and Math from 31% to 58% by year 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Proficiency Percentage in Reading from 34% to 49% by year 2025	KCWP2: Design and Deliver Instruction Implement a systematic approach to design and deliver instruction, in all content areas, by ensuring Tier 1 instruction is highly effective, culturally responsive, evidence based and provided to all students.	*School leadership will refine our process to ensure monitoring measures are in place for module and mid-module data. The purpose is to support teachers in the delivery of instruction based on the standards through continued implementation of curriculum, Wit & Wisdom and Eureka Squared.	-Grade level standards are taught throughout the course of the year.  -Learning intentions and success criteria are aligned with curriculum resources and are congruent with the standards.	-Weekly PLC meeting agenda and notes  -Ewalk Walkthrough Data Notes  -Lesson Plan Feedback  -Implementation Rubrics for Wit and Wisdom  -Implementation Rubrics for Eureka Math  -30-60-90 day plan  -Weekly Progress Monitoring with Acadience Reading and Math.	No Funding
		*Teachers will develop learning intentions and success criteria statements that align with pacing guides by grade level and provide clarity of learning for students.	-Updated essential standards document for each grade level are kept in google folders.	-District PLC meetings  -Weekly PLC meeting agenda/notes  -30-60-90 day plan	No Funding
	KCWP4: Review, Analyze and Apply Data  Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting	*Teachers will ensure formative assessment measures are included in weekly lesson plans for each phase of direct and explicit instruction.	-Teacher PLC presentations and lesson plans indicate that formative assessments are effective based on student performance.	-Weekly PLC meeting agenda and notes  -EWalk Walkthrough Data Notes  -Lesson Plan Feedback  -Bobcat Learning Walks  -Use of LUMOS	No Funding

Goal 1 Increase Proficiency Score in Reading from 34% to 62.7% by year 2027, and Math from 31% to 58% by year 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success			-30-60-90 day Plan	
		*Leadership will review and continue to implement a system for peer observations.	-Teachers will learn new strategies to use in their own classrooms.  -Administration will see improvement in walkthrough data.	-PLC meeting agenda and notes  -EWalk Data Notes  -Look For Document  -30-60-90 day Plan	\$250 Title One Funds
		*Leadership will conduct weekly and bi-weekly walkthroughs and analyze results in administrative team meetings to ensure highly effective instruction is taking place daily. Feedback will also be provided for teachers.	-Walkthroughs indicate that implementation of Wit & Wisdom, Eureka Math, TCI and Amplify Science are occurring with fidelity, so that highly effective instruction is taking place.	-Weekly ATeam meeting agenda and notes  -PLC Discussions and Adjustments  -Walkthrough Data Notes  -30-60-90 day Plan	No Funding
		*Teachers will implement Kagan structures during instruction to promote deep engagement for students.	-There will be evidence of increased student engagement in all classes daily.	-Ewalk Data  -Lesson Plans/ Feedback	\$1,500 SBDM and Title One Funds
		*The MTSS team will review academic data monthly to guide all Tier instruction.	-Students requiring Tier 2 and 3 instruction will decrease and students receiving only Tier 1 instruction will increase.	-Meeting Agendas  -Grade Level Data  -Academic Incentives	No Funding
Objective 2 Increase the Proficiency Percentage in Math from 31% to 45% by year 2025					

Goal 1 Increase Proficiency Score in Reading from 34% to 62.7% by year 2027, and Math from 31% to 58% by year 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*To review and refine instructional practices for Tier 1 instruction, teachers will present both formative and summative data as a part of the PLC presentation process so that adjustments can be made for student success	-Teachers will present data in PLC presentations that lead to growth in teaching and learning.	-Assessment Calendars -Weekly PLC Meetings with Agendas/Notes -Formative and Summative Data -Student Progress Monitoring Data -Reading Plus/Lexia Data/Word Flight -Dreambox Data	No Funding
		*Benchmark assessments will be given three times per year to track student progress.	-Teachers will observe growth over time.	-MAP Assessment Results -Acadience Assessment Results	\$5,000
		*Acadience Reading and Math Benchmark analysis & Progress Monitoring.	-Teachers will observe growth over time and adjust MTSS time accordingly	-Teachers will review student data during PLC presentations -Adjustments to Tier II and III instruction will be made throughout the year. -Adjust the master schedule as needed	\$1,000
		*Teachers will be trained in UFLI and LETRS to support their understanding of the science of reading and to support student growth	-More students are on grade level	-Track benchmark data -Track learning app progress	
		*To support assessment development, teachers will implement assessment questions from the LUMOS resource purchased through PRI support	-KSA scores in reading and math increase -Benchmark data improves from season to season	-PLC presentations -Idea share outs during staff meetings	5,000



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

Goal 2 (State your science, social studies, and writing goal.): Increase Proficiency rates in Science to 44.7% by year 2027, and in Social Studies to 72.3% by year 2027, and in Writing to 58.5% by year 2027 as measured by state required academic assessments					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Proficiency Percentage in Science to 35% by year 2025	KCWP2: Design and Deliver Instruction Implement a systematic approach to design and deliver instruction, in all content areas, by ensuring Tier 1 instruction is highly effective, culturally responsive, evidence based and provided to all students.	School leadership will refine our process to ensure monitoring measures are in place for module data. The purpose is to support teachers in the delivery of instruction based on the standards through continued implementation of curriculum, Amplify and TCI.	-Grade level standards are taught throughout the course of the year.  -Learning intentions and success criteria are aligned with curriculum resources and are congruent with the standards.	-Weekly PLC meeting agenda and notes  -Ewalk Walkthrough Data Notes  -Lesson Plan Feedback  -30-60-90 day plan	\$5000
		School leadership will ensure that District PLC meetings are used to review and revise curriculum maps.	Curriculum maps are aligned to state standards.	-District PLC meeting agenda and notes.  -Curriculum map reviews  -30-60-90 plan	No Funding
	KCWP4: Review, Analyze and Apply Data  Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities	Teachers will have common planning times to develop learning intentions, success criteria, assessments and strategies for lessons that are congruent to standards.	-We will see an Increase in the number of proficient and distinguished students in science, social studies, and writing.  -We will see a decrease in the number of students who score at the novice level in all three areas.	-District PLC meeting agendas and notes  -Common Planning agendas and notes.	No Funding

Goal 2 (State your science, social studies, and writing goal.): Increase Proficiency rates in Science to 44.7% by year 2027, and in Social Studies to 72.3% by year 2027, and in Writing to 58.5% by year 2027 as measured by state required academic assessments					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	School leadership will ensure that the writing plan is implemented with fidelity and checks will be completed by term.	-All components of the writing plan are implemented during the school year.  -All reading blocks and MTSS reading time will include writing tasks.	-30-60-90 plan  -Walkthrough data notes  -Review of the Writing Plan  -Literacy/Writing Team agendas and notes	No Funding
		-On Demand Scrimmages will be given twice yearly.	Student work is scored. There is growth from Scrimmage #1 to Scrimmage #2	-Analysis of On-Demand Scrimmage scores.  -Adjustments to Instruction  -Writing/Literacy Team Agenda and Notes	\$500 of Title One Funds
		-Teachers will ensure that editing and mechanics standards are taught using curriculum resources.	-Editing and Mechanics scores increase	-Adjustments to instructional resources  -Writing/Literacy Team Agenda and Notes	\$500 of Title One Funds
Objective 2 Increase Proficiency percentage in Social Studies to 51% by year 2025		*The Handwriting Without Tears curriculum will be used to teach handwriting	-Students will meet the intent of the handwriting standards at grade five	-Monitor grade implementation	2,000
		*Utilization of the Progress Learning Resource across all grade levels	-KSA scores increase at the appropriate grade levels	-Teachers will present data from each content area during PLC meetings	6,000
		*Scholastic News will be a resource used to help encourage the development of writing pieces across all grade levels	-On-Demand Scrimmage data improves	-KSA Data will be tracked from year to year	2,500
		-PRI Grant will provide supplemental support to science, social studies, and writing	-KSA scores increase	-Monitor PRI budgets	5,000

Goal 2 (State your science, social studies, and writing goal.): Increase Proficiency rates in Science to 44.7% by year 2027, and in Social Studies to 72.3% by year 2027, and in Writing to 58.5% by year 2027 as measured by state required academic assessments					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Increase Proficiency percentage in Writing to 46% by year 2025					

**3: Achievement Gap**

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

Goal 3 (State your English Learner goal.): Increase Proficiency rates of Students with Disabilities in Reading to 57.3 by year 2027, and in Math to 49.2 by year 2027, as measured by state required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students with disabilities scoring proficient and distinguished in reading to 45% by 2025 as measured by state-required academic assessments.	KCWP2: Design and Deliver Instruction Implement a systematic approach to design and deliver instruction, in all content areas, by ensuring Tier 1 instruction in highly effective, culturally responsive, evidence based and provided to all students, and that content-based writing occurs with fidelity.	*School leadership will implement a process to ensure that formative, summative, and benchmark assessment results are used appropriately through weekly grade level PLCs to determine tiered intervention needs.	-PLC protocol is in place and followed.  -Data is analyzed according to the PLC schedule.  -Evidence of tiered group instruction is gathered and MTSS plan is used as a guide.	-On a weekly basis, school leadership will lead and/or monitor PLC meetings to ensure students are in the correct intervention groups for math and reading. Intervention groups will be fluid in design; students will enter and exit as data is monitored as required by the MTSS plan. PLC minutes will document the evidence.  -The Administration Team will conduct bi-weekly Ewalks and provide teacher feedback.	No Funding

Goal 3 (State your English Learner goal.): Increase Proficiency rates of Students with Disabilities in Reading to 57.3 by year 2027, and in Math to 49.2 by year 2027, as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>*3rd and 4th grade Teachers will also use Acadience data for progress monitoring and benchmarking to determine tiered intervention needs.</p>	<p>-Data is analyzed according to the PLC schedule.</p> <p>-Evidence of tiered group instruction is gathered and MTSS plan is used as a guide.</p>	<p>-Teachers will review progress monitoring data during weekly PLC meetings.</p>	<p>\$2000</p>
	<p>KCWP4: Review, Analyze and Apply Data</p> <p>Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success</p>	<p>*Teachers will implement the PLC protocol to use assessment results to place students in the correct tier groups for intervention. PLC minutes will reflect the implementation of the protocol.</p>	<p>-Growth is observed in Lexia , Word Flight, and Dreambox</p> <p>-Tracking data during PLC meetings for Special education students.</p> <p>-Growth is observed in data from Acadience progress monitoring and Benchmarking.</p>	<p>Lesson Plan Feedback</p> <p>30-60-90 Plan</p> <p>Student Goal Folders</p>	<p>No Funding</p>
		<p>*Once monthly progress monitoring checks will take place to ensure that students with IEPs are being provided with supports needed to be successful.</p>	<p>-IEP goal implementation checks</p> <p>-Proficiency and Distinguished rates will increase, while novice rates will decrease</p>	<p>-Progress Monitoring Meeting Agenda and Notes</p> <p>-IEP Folder Reviews</p> <p>-Accommodation/Modification Checks</p>	<p>No Funding</p>
		<p>*Leadership will conduct walkthroughs specifically focusing on co-teaching and MTSS blocks and analyze results in administrative meetings to ensure highly effective instruction is taking place daily. MTSS blocks and after</p>	<p>-EWalk data will show improvement throughout the course of the year.</p>	<p>EWalk Walkthrough Data</p> <p>-Feedback through Email</p> <p>-Administrative Team Meeting agendas and notes</p>	<p>No Funding</p>

Goal 3 (State your English Learner goal.): Increase Proficiency rates of Students with Disabilities in Reading to 57.3 by year 2027, and in Math to 49.2 by year 2027, as measured by state required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		school tutoring will provide students instruction using the materials from the Voyager Passport Reading program and UFLI resources			
		*Teachers will include SDI accommodation and modifications on lesson plans in Reading and Math.	-Tier I instruction is differentiated to meet the needs of all students.	-Lesson Plan Feedback -Ewalk Walkthrough Data	No Funding
Objective 2 Increase the percentage of students with disabilities scoring proficient and distinguished in math to 43% by 2025 as measured by state-required academic assessments.		*Special education teachers will participate in LETRS training to gain more strategies for teaching Reading.	-Growth will be observed during progress monitoring and benchmark assessments.	-Monthly Special Education Data PLC's to review individual student growth.	PD Funds
		*All Sped teachers will also participate in Autism training to increase engagement strategies to aid in teaching math and reading to all students.	-Behavior incidents will decrease  -Growth will be observed during progress monitoring and benchmark assessments	-Monthly Special Education Data PLC's to review individual student growth.	PD Funds
		*All grade level teachers and Special Education Teachers will meet weekly to discuss adjustments, accommodations, and modifications to instruction in an effort to promote student success.	-Tier I instruction is differentiated to meet the needs of all students.	-Common Planning Agendas and Notes -Special Education PLC Agendas and Notes	No Funding
		*Special Education staff will meet in PLCs quarterly to plan and discuss strategies, and to ensure highly effective instruction is being delivered on all levels	-The needs of students with disabilities will be addressed in the classroom. Instructional adjustments can be - made to meet the needs of all students.	-Special Education PLC Agendas and Notes	No Funding
		*Academic incentives will be put in place to encourage student progress	-number of students participating grows	-MTSS will review data	2,000

Goal 3 (State your English Learner goal.): Increase Proficiency rates of Students with Disabilities in Reading to 57.3 by year 2027, and in Math to 49.2 by year 2027, as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			throughout the school year	-PLC time will be used to review and analyze data	

**4: Quality of School Climate and Safety**

Goal 4 (State your climate and safety goal.): *During the 2023-2024 school year our performance rating was High (green), with an overall QSCS score of 79.3. We want to increase the QSCS index score above 85 to continue with a Very High-performance rating (Blue) by the year 2027.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the QSCS to 85 by year 2025	KCWP 2: Design and Deliver instruction Implement a systematic approach to design and deliver core instruction ensuring that at least 80% of the students are successful in Tier I instruction.	*The SEL curriculum will be taught to all grade levels.	-Increase of QSCS Student survey	-MTSS Meeting agendas and notes	\$1,000 SBDM Funds
		*SES STLP will create a lesson on online safety and present it to grades 3rd through 6 <sup>th</sup> .	-Social Media and online targeting will decrease  -Students who need interventions will be identified	-Data Analysis of Student Surveys  -Behavior Incidents	No Funding
	KCWP 6: Establishing Learning Culture and Environment A learning environment is intentionally designed to be inclusive and accessible for all students. The environment must include highly qualified teachers and the necessary materials and resources to ensure a safe space conducive to learning.	*Technology class lessons on good digital citizenship.	-All students receive digital citizenship instruction	-Monitor Specials class lessons	No Funding
		*Guest Speakers will be used to address specific issues such as cyberbullying and vaping.	-There will be a decrease in behavior incidents involving specific topics	-Monitor Behavior Data  -MTSS Team Agendas/Notes	No Funding
		*Student survey questions will be reviewed throughout the school year to track student input on issues across the school	-Students survey questions allow for data analysis of needs	-Give surveys multiple times a year	No Funding
		*Student Council will meet monthly to work on school improvement initiatives	-Decrease in the number of students at the Tier 2 and 3 levels by the end of the school year	-Ensure students are meeting monthly with Agendas/Notes	No Funding

Goal 4 (State your climate and safety goal.): *During the 2023-2024 school year our performance rating was High (green), with an overall QSCS score of 79.3. We want to increase the QSCS index score above 85 to continue with a Very High-performance rating (Blue) by the year 2027.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Terrace Metrics will be given to students in grades 3rd through 6th to determine Tier status for behavior	-Decrease in the number of students needing Tier 2 and 3 interventions	-Monitor tier movement during MTSS team minutes	No Funding
		*Implement the SES SBDM Council's new Cell Phone Policy across the school	-Decrease the number of students who are off task during instructional time	-EWalk Walkthrough Data	No Funding
		*Utilize PRI resources to support climate and safety	-Behavior Data improves from year to year	-Student Feedback Analysis	PRI Grant Funds 5,000
		*Reach the status of a Family Friendly School through the Prichard Committee Guidelines	Status is reached	-Track criterion points	No Funding



**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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

<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

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

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

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

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