

Comprehensive District Improvement Plan (CDIP)

Menifee County Public Schools

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 build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

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

- Proficiency in Reading, especially for elementary students, with a focus on the reduction of students scoring novice
- Continued professional learning focused on the implementation and refinement of HQIRs in reading, math, and science
- Development of a personalized professional learning system

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Ensure ongoing professional development in the area of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (KCWP: Design and Deliver Standards: Processes)
- Establish a framework to organize systems, data, and practices to promote positive, equitable, and inclusive learning experiences for all students.

Indicator Scores

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

Indicator	Status ES/MS/HS	Change ES/MS/HS	Indicator Rating
State Assessment Results in Reading and Math	ES: Low MS: Low HS: Medium	ES: Increased MS: Increased HS: Significantly Increased	ES: Orange MS: Yellow HS: Green
State Assessment Results in Science, Social Studies and Writing	ES: Low MS: Medium HS: Low	ES: Declined MS: Significantly Increased HS: Increased	ES: Orange MS: Green HS: Yellow

English Learner Progress	N/A	N/A	N/A
Quality of School Climate and Safety	ES: Medium MS: High HS: Medium	ES: Maintained Increased MS: Increased Significantly HS: Increased	ES: Yellow MS: Blue HS: Green
Postsecondary Readiness (high schools and districts only)	High	Increase	Green
Graduation Rate (high schools and districts only)	Medium	Significant Increase	Green

Explanations/Directions

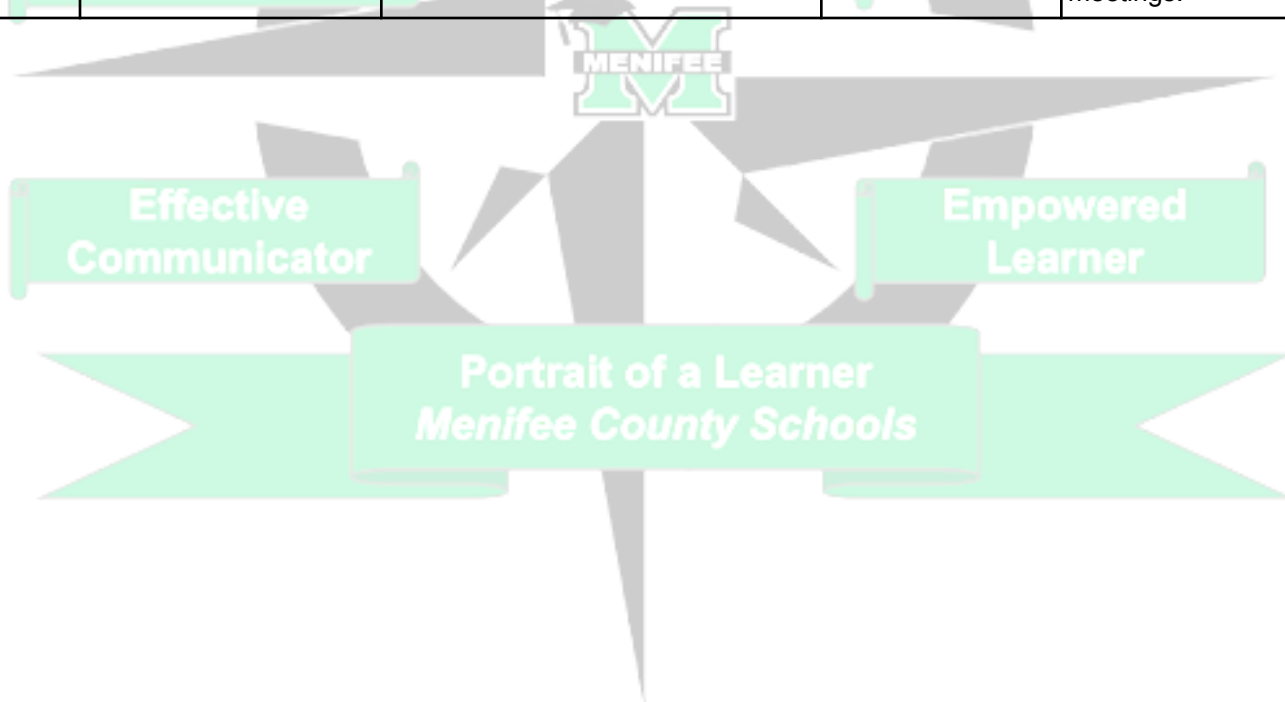
1. State Assessment Results in Reading and

<p>Goal 1: By May of 2027, Menifee County School District will increase the percentage of students scoring proficient scores in reading and math by 60% as measured by the Kentucky Summative Assessments. Reading: E: <i>from 26% to 41.6%</i> M: <i>from 39% to 58.5%</i>; H: <i>from 40% to 52%</i> Math: E: <i>from 25% to 40%</i> M: <i>from 20% to 32%</i>, H: <i>from 22% to 35.2%</i></p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Reading Elementary Reading will improve from 27% to 35.1% P/D. (30% increase) Middle School Reading improve from 42% to 54.6% P/D. (30% increase) High School Reading will improve from 54% to</p>	<p>KCWP 4: Review, analyze, and Apply Data</p>	<p>Local Accountability: Develop and launch a local accountability system to enhance student academic achievement and ensure alignment with district goals.</p> <p>-Identify local performance indicators for priority standards in reading and math to be measured alongside state assessments</p> <p>-Develop a centralized data dashboard for local accountability to communicate key student</p>	<p>Mastery Empowerment Data iReady Standards Mastery Data Tier I Agendas District Content Lead Agendas SIT Team Agendas</p>	<p>Central Office Leadership Accountability (COLA) Meetings</p>	<p>General Fund Title Funds</p>

59.4% P/D (10% increase)		performance on priority performance indicators with all stakeholders			
<p>Objective 2 Math Elementary Math will improve from 25% to 32.5% P/D. (30% increase)</p> <p>Middle School Math will improve from 27% to 35.1% P/D. (30% increase)</p> <p>High School Math will improve from 40% to 52.6% P/D. (30% increase)</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>Process: Ensure ongoing professional development in the area of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery:</p> <p>Practice: Ensure students understand success criteria and learning targets, including alignment to assignments and activities</p>	<p>HQIRs: The district will support schools with full implementation of adopted HQIRs for reading and math.</p> <p><u>K-4 Reading:</u> HMM Into Reading, Year 3 Focus Small group and launch for writing workshop</p> <p><u>5th-12th Reading:</u> EngageNY, Year 4 continued monitoring and adjustments</p> <p><u>K-7 Math:</u> Eureka Squared, Year 2 Implement and Monitor</p> <p><u>8th-11th Math:</u> HMM Into Math, Implement and Monitor,</p> <p>The district will provide continued support through professional learning and resources to implement all HQIRs will fidelity.</p>	<p>Tier I Instructional Schedules</p> <p>Walkthrough Documents (Fidelity Walks)</p> <p>iReady</p> <p>Mastery Connect (3-5)</p> <p>Tier I Agendas</p>	<p>Central Office Leadership Accountability (COLA) Meetings</p> <p>Professional Learning Plan Implementation</p> <p>LETRS Completion</p> <p>Secondary Science of Reading Completion</p>	KyCL Grant Funds
	<p>Process: Ensure congruency is present between standards, learning targets, and assessment measures</p>	<p>New Teacher Induction Program: New teachers to the district will take part in the summer institute, quarterly professional learning opportunities, and ongoing, embedded coaching with highly qualified teachers focused on increasing teacher capacity to</p>	<p>New Teacher Induction Agendas</p> <p>Professional learning logs</p> <p>Walkthrough Data</p>	<p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p>	Title II KyCL Grant Funds

		design and deliver high-quality instruction. The district will partner with KEDC to provide new teacher networking and specialized training.	New Teacher Mentor Logs Sibme		
		Tier I Support: The district will facilitate weekly Tier I meetings with CIA teams at the school levels focused on data analysis in reading and math to set priorities and provide ongoing support in implementing principal priorities.	Tier I Agendas Walkthrough Data (Fidelity Walks) Data Analysis	Monitoring will take place through Central Office Leadership Accountability (COLA) meetings.	No funding required
		Flex PD and Deeper Learning: The district will develop and launch a flexible PD option, embedded in the PD plan, that supports individualized PD selections for teachers to promote deeper learning, creation of vibrant learning experiences, and content knowledge in reading and math. PD options will be provided through partnerships with UK Next Gen Deeper Learning, Kentucky Innovative Learning Network, and Coop Partnerships.	Agendas Professional Learning Logs Walkthrough Data	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	KyCL Funds General Fund (Professional Development)
		The district will apply for upcoming partnership opportunities with PIMSER and KCM for ongoing math PD.			

		<p>KAS: Reading and Math teachers will be led through the KDE Curriculum Professional Learning protocols for Unit Internalization. This will take place through PD days, PLCs, and learning cadre settings.</p>	<p>Agendas</p> <p>Professional Learning Logs</p> <p>Walkthrough Data</p>	<p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p>	<p>General Fund (PD Budget)</p>
	<p>Productive Collaborator</p>	<p>Clarity for Learning: Support schools with monitoring for alignment between Learning Intentions, Success Criteria, and Assessments with the purpose of Deeper Learning</p>	<p>Walkthrough Data</p> <p>Agendas</p> <p>Eleots</p>	<p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p>	<p>No Cost</p>



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

<p>Goal 2: By May of 2027, Menifee County School District will increase the percentage of students scoring proficient in science, social studies, and writing for all students by 60% as measured by the Kentucky Summative Assessment. Science- E: from 14% to 22.4%, M: Proficiency will increase by 60%, H: Proficiency will increase by 60% Social Studies- E: from 30% to 48%, M: from 25% to 40%, H: from 24% to 38.4% Combined Writing- E: from 44% to 70.4%, M: from 37% to 59.2%, H: from 24% to 38.4%</p>					
	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Science Elementary will improve from 23% to 29.9% P/D Middle will improve from 20% to 26% P/D. High will improve from 4% to 13% P/D</p> <p>Objective 2: Social Studies Elementary will increase from 14% to 30% P/D. Middle will increase from 35% to 45.5% P/D High will improve from 26% to 33.8% P/D</p>	<p>KCWP: Design and Deliver Instruction Process: Ensure ongoing professional development in the area of best practice/high-yield instructional strategies</p>	<p>Local Accountability: The district will develop a framework for Student Defenses of Learning aligned to the district's adopted Portrait of a Learner and support schools in the implementation process.</p> <p>Defenses of learning will be implemented as exit criteria for primary, intermediate, and high.</p>	<p>Exhibitions of Learning Tier I Agendas Defense of Learning Documentation Professional Learning Agendas District Content Lead Agendas</p>	<p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p> <p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p>	<p>No funding required</p> <p>KyCL Funds Title Funds</p>
		<p>HQIR: Support adoption and continued implementation of at least one OpenSci Ed Module in grades 4-11 each semester through professional learning and embedded coaching focused on content literacy and inquiry.</p>	<p>Professional Learning Agendas Pacing Documents Walkthrough Data</p>		

<p>Objective 3: Combined Writing Elementary will increase from 32% to 41.6% P/D.</p> <p>Middle will increase from 36% to 46.8% P/D</p> <p>High will increase from 43% to 55.9% P/D</p>			PLCs		
		<p>Flex PD and Deeper Learning: The district will develop and launch a flexible PD option, embedded in the PD plan, that supports individualized PD selections for teachers to promote deeper learning, creation of vibrant learning experiences, and content knowledge in science, social studies, and writing. PD options will be provided through partnerships with UK Next Gen Deeper Learning, Kentucky Innovative Learning Network, and Coop Partnerships.</p>	<p>Professional Learning Logs</p> <p>Professional Learning Agendas</p> <p>District PD Plan</p>	<p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings</p>	<p>General Funds (Professional Learning)</p> <p>UK NextGen Deeper Learning Grant</p> <p>KyCL Grant</p>
		<p>Content Literacy: The district will support reading and writing in the content areas by focusing on content-specific writing strategies through professional learning, PLCs, and monitoring. The district will partner with the Kentucky Writing Project, EIFFEL Consulting, and PIMSER for this ongoing work.</p>	<p>Professional Learning Agendas</p> <p>Walkthrough Data</p> <p>PLCs</p>	<p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p>	<p>KyCL Grant</p>

3: Achievement Gap

Districts are not required to establish long-term achievement gap goals; however, districts must establish yearly targets (objectives).

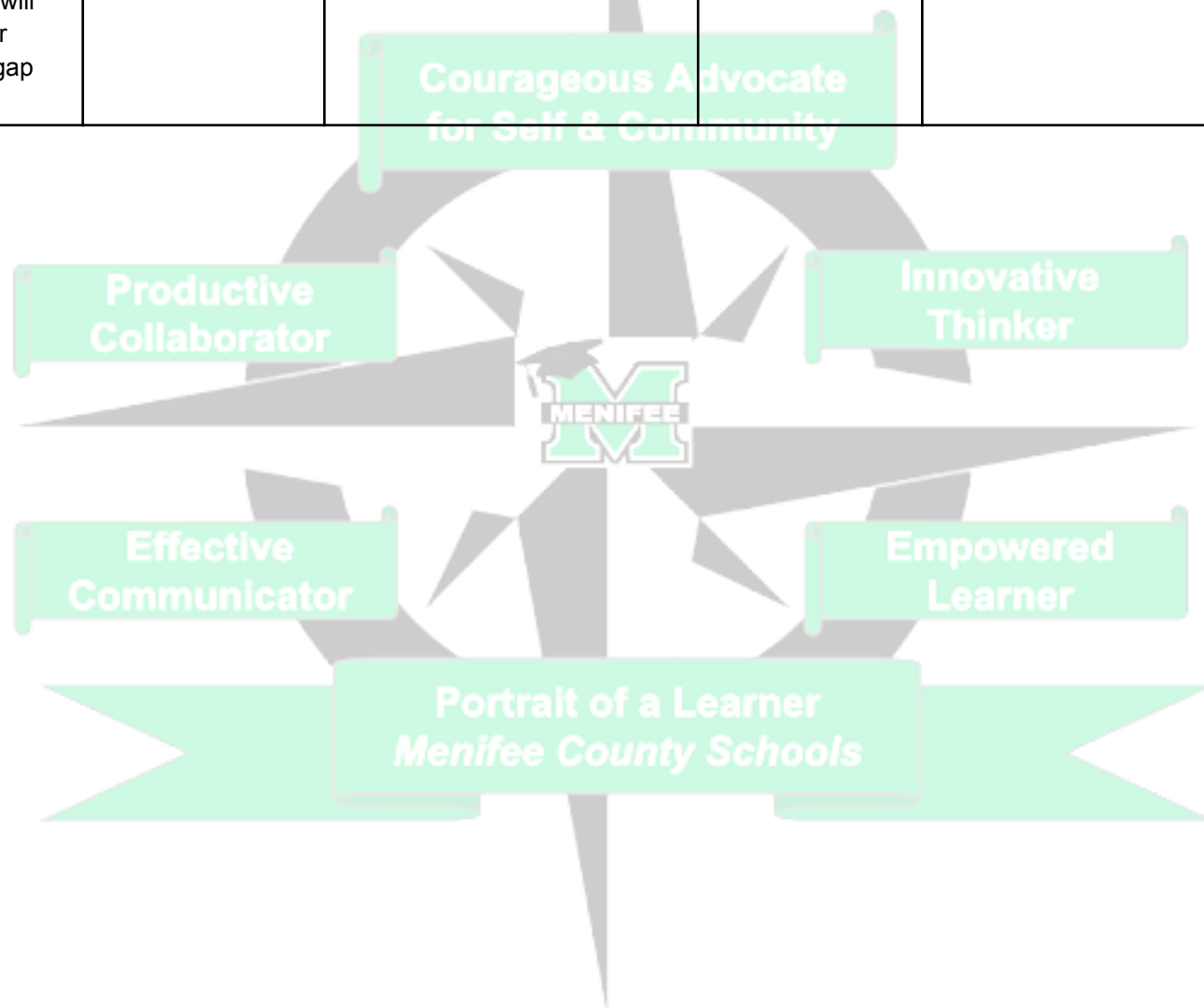
<p>Goal 3: By May of 2027, Menifee County School District will increase the percentage of demographically identified students scoring at or above proficiency by 80% as measured by the Kentucky Summative Assessment.</p> <p>Free and Reduced Lunch: Reading: E: from 27% to 48.6%, M: from 33% to 59.4%, H: from 41% to 65.6% Math: E: from 23% to 41.4%, M: from 18% to 32.4%, H: from 40% to 64%</p> <p>Students with Disabilities (IEP): Reading: E/H: The average performance will increase by 80%; M: from 13% to 20.8%; Math: E/M/H: The average percentage of students with disabilities scoring proficiency will increase by 80%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Reading Elementary Reading will improve from 25% to 32.5% P/D for students in the free/reduced lunch gap group.</p> <p>Middle School Reading will improve from 36% to 46.8% P/D for students in the free/reduced lunch gap group.</p> <p>High School Reading will improve from 46% to</p>	<p>KCWP 5: Design and Deliver Support Services</p>	<p>Local Accountability: Attendance will be monitored as a key local accountability measure, with results communicated on a centralized dashboard as a performance indicator. This will align with the Portrait of a Learner indicator of Empowered Learners.</p>	<p>Average Daily Attendance Reports</p> <p>Average Daily Membership Reports</p> <p>Attendance Challenges</p> <p>Social Media Posts</p> <p>Local Accountability Dashboard</p>	<p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p>	<p>Partners for Rural Impact</p> <p>Family Resource Youth Service Center (FRYSC)</p>

<p>59.8% P/D for male students in the gap group</p> <p>Objective 2 Math Elementary Math will improve from 22% to 28.62% P/D for students in the free/reduced lunch gap group.</p> <p>Middle School Math improve from 23% to 29.9% P/D for students in the free/reduced lunch gap group.</p> <p>High School Math will improve increase from 34% P/D to 44.2% for male students in the gap group</p>		<p>MTSS: The district will support schools in implementing the District MTSS Process with fidelity.</p> <p>Focus on K-4 Reading Plans through intensive progress monitoring and district observations. The district will also partner with the Ky Early Literacy Network, as well as support targeted teachers in the completion of the Secondary Science of Reading (SSOR) training in intermediate and middle school grade levels.</p> <p>Community Involvement: The district will support schools in building community relationships through the employment of a dedicated liaison and strategic community-focused partnerships</p>	<p>Revised District MTSS Plan</p> <p>PLC Agendas</p> <p>District MTSS Team Meeting Agendas</p> <p>SIT Team Meeting Agendas</p> <p>Council Meeting Agendas</p> <p>Sign in sheets</p> <p>COLA</p>	<p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p> <p>Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.</p>	<p>No funding required</p> <p>Partners for Rural Impact</p> <p>Family Resource Youth Service Center (FRYSC)</p> <p>Save the Children</p> <p>21st Century</p> <p>Community Education</p>
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		<p>Cadres: The district will facilitate cadre meetings for support providers, including counselors and nurses focused on meeting the needs of at-risk students to identify needed support and next steps</p>	Agendas with minutes	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	No funding required
<p>Objective 3 Reading Elementary Reading will improve by 40% the special education gap group. * Middle School Reading will improve from 13% to 18.2% P/D for students in the special education gap group. High School Reading will improve by 40% for students in the special education gap group.*</p> <p>Objective 4 Math Elementary Math proficiency will increase from 16% to 22.4% for students in the special education gap group. * Middle School Math will</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Professional Learning: Special Ed teachers will participate in professional learning focused on specially designed instruction, KAS, and assistive technology.</p>	District-Level PLC Agendas	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	<p>KyCL</p> <p>General Funds (PD Budget)</p>
	<p>KCWP 4: Review, analyze, and Apply Data</p>	<p>Data Analysis: The district will support schools with data. collection and analysis for students with IEPs to utilize results to positively impact student learning</p>	Quarterly Report	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	No funding required
	<p>KCWP 5: Design, Align, and Deliver Support Processes</p>	<p>The district will facilitate district-level PLCs for special education teachers</p>	<p>Agendas</p> <p>Professional Learning Presentations</p>	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	No funding required

improve by 40% for students in the special education gap group.*

High School Math will improve by 40% for special education gap group. *



4: Postsecondary Readiness

Goal 4: By 2027, Menifee County School District will increase the Postsecondary Readiness rate by 30% from 73.1% to 94.9% for all students as measured by Kentucky Department of Education for College and Career Readiness indicator score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Postsecondary Readiness Status Rating of 90 or higher.	KCWP 5: Design, Align, Deliver Support Processes	UK Early College Deeper Learning: The district will partner with the University of Kentucky to develop an early college model for accelerated learning opportunities for students, supporting the MCHS with master scheduling supports, site visits, and strategic implementation.	Master Schedule Enrollments Staffing	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings. Exhibition of Learning	UK Deeper College Deeper Learning Grant
		The district will support schools in the implementation and monitoring of individualized learning plans to support student success for postsecondary readiness.	ACES Completion MCHS Data Tracker	Tier I Meeting Agendas	General Fund
		Work-Based Learning: The district will support the schools with the implementation of work-based learning and apprentice programs	Timesheets Surveys Evaluations	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	Partners for Rural Impact General Funds Data Seam

5: Quality of School Climate and Safety

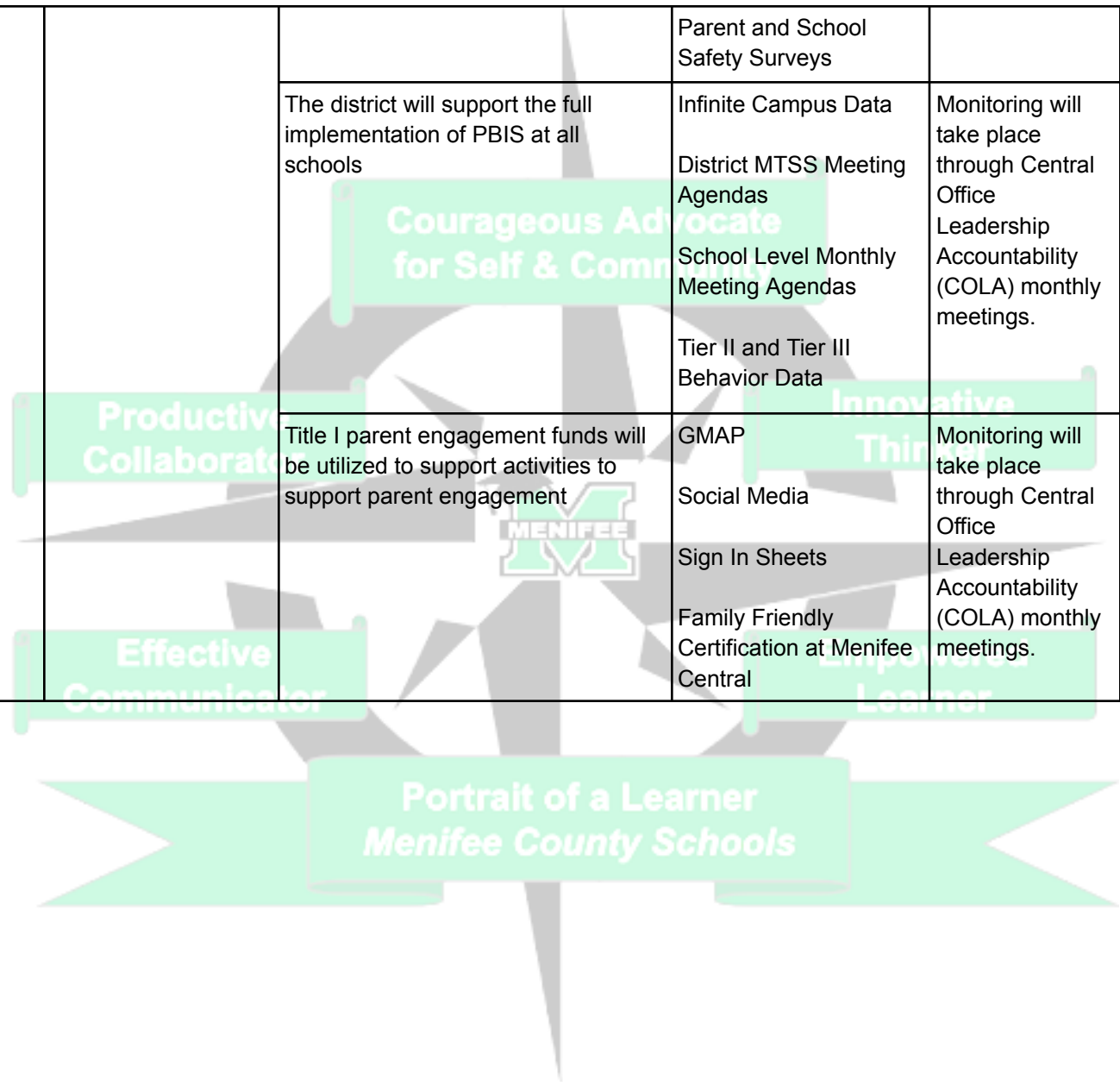
Goal 5: By May 2027, Menifee County School District will increase student perception data index for school climate by 10% as measured by the Kentucky Summative Assessment School Climate and Safety Survey.

Climate Index: E: *from* 78.1 to 85.9; M: from 69.1 to 76; H: from 62.6 to 68.8

Safety Index: E from 72.2 to 79.4 M: from 63.6 to 70; H; from, 57.8 to 63.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 School Climate Index will increase to: Elementary: 89.7 Middle:84.75 High: 75.3 School Safety Climate Index will increase to: Elementary: 81.77 Middle: 77.4 High: 68.2	KCWP 3: Data Analysis	Local Accountability: The district will identify and prioritize key indicators from the Quality of School Climate and Safety survey, such as student belonging, staff morale, and parent engagement. These indicators will be communicated transparently through the local accountability dashboard, including actionable steps for continuous improvement and alignment with the Portrait of a Learner framework.	Local Accountability Dashboard Surveys Defenses of Learning Exhibitions of Learning	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	No funding required	
		KCWP 5: Design, Align, Deliver Support Processes	Leader in Me: The district will support Menifee Central with the implementation of Leader in Me into the school culture, providing professional development to staff on implementation and alignment to the Portrait of a Learner.	Student Exhibitions of Learning Defenses of Learning Surveys	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	Partners for Rural Impact (PRI) General Funds
		School Resource Officers will be placed at all campuses and supported by district personnel	Staffing Organizational Chart	School Safety Audits	Kentucky ASAP Opiod Funds	

			Parent and School Safety Surveys		
		The district will support the full implementation of PBIS at all schools	Infinite Campus Data District MTSS Meeting Agendas School Level Monthly Meeting Agendas Tier II and Tier III Behavior Data	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	Title I KEDC DOJ Grant
		Title I parent engagement funds will be utilized to support activities to support parent engagement	GMAP Social Media Sign In Sheets Family Friendly Certification at Menifee Central	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	Title I



7: Graduation Rate

Goal: Menifee County School District will increase graduation rate from 89% to 98% in 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase graduation rate for 4-year cohort from 89% to 92%	KCWP 5: Design, Align, Deliver Support Processes	The district will support the high school with supporting at-risk students with interventions such as course offerings based on ILP pathways, counseling services, and with the participation of district personnel in strategic planning meetings	Mastery Schedule SIT Team Agendas ILP Template Revisions Individual Student ILPs	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	No funding required
		The district will support counselors in coordinating services to ensure students are provided with opportunities to experience career presentations, CTE opportunities, and ILP planning	Counselor Cadre Agendas ACES Completion CTE Meeting Agendas	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	General Fund
		Alternative Classroom Programs will be utilized to provide credit recovery and virtual instruction in place of out-of-school placements	Class Schedules District Facilitated Progress Monitoring Team Agendas	Monitoring will take place through Central Office Leadership Accountability (COLA) monthly meetings.	KECSAC General Funds

Addendum for Districts with 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:

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

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the local board review and approval process.

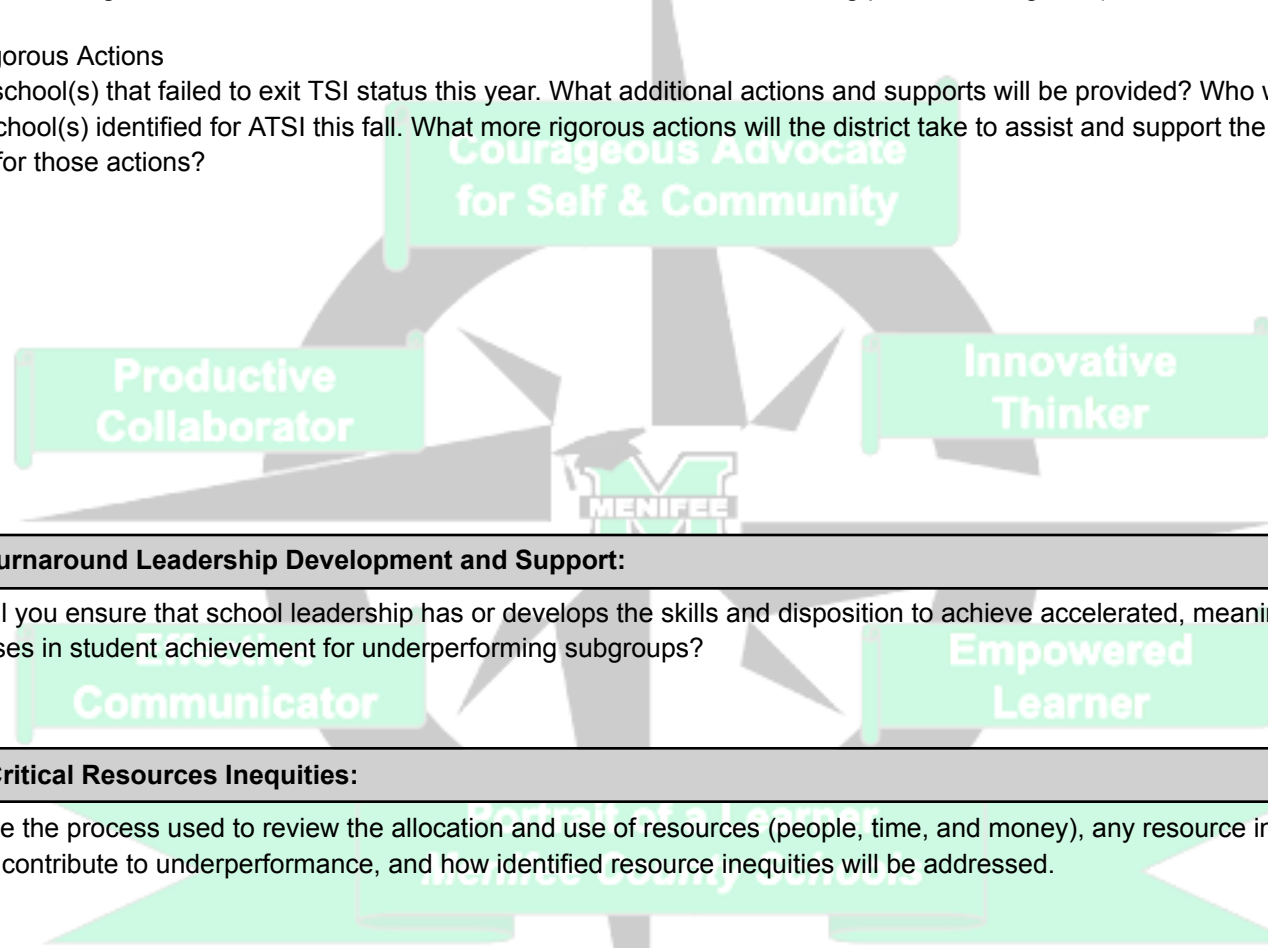
Response: The district will monitor Menifee Central's progress toward goals set forth in the school's TSI CSIP plan through monthly Central Office Accountability Leadership meetings as a standing agenda item. Data will be monitored utilizing the Quarterly Report for Mastery Connect Data, iReady data, observation, and classroom walkthroughs.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response: N/A



Components of Turnaround Leadership Development and Support:
<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: N/A</p>
Identification of Critical Resources Inequities:
<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:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

Complete the table 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 the 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
		<input type="checkbox"/>
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		<input type="checkbox"/>
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