

## 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.

Boonesborough's area of growth is most noticeable in our reading and math scores. The KSA indicator for reading and math for students with IEPs was yellow around 40 and the indicator for economically disadvantaged students was green being around 54. Our gap students score lower than our general population and our math data is lower than our reading across all sub groups.

### 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**  
Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?

**KCWP 3: Design and Deliver Assessment Literacy**  
Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?

### Indicator Scores

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

### Explanations/Directions

Indicator	Status	Change
State Assessment Results in reading and mathematics	75.1 - High	-1.4
State Assessment Results in science, social studies and writing	82.6 - Very High	5.1
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	80.4 - High	2.2

Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

**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, Baldridge, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

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

Goal 1 (State your proficiency goal.): Goal 1: By 2025, 80% of Boonesborough Elementary School students will be proficient or higher on KSA in both the areas of reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May of 2025, 100% of classroom teachers will have 80% or more students score proficient or higher in math as measured by iReady.</p>	Design and Deploy Standards	Weekly PLCs to ensure there is an alignment between standard, learning target, activity, success criteria and assessment.	Spring iReady Score KSA Scores	PLC minutes Weekly Classroom Walk Throughs	NA
		Mathematics Unit Development in Grades 3-5	Spring iReady Score KSA Scores	Ongoing Units Lesson Plans	MAF Grant
		Mathematics Vertical Alignment Work in Grades 3-5	Spring iReady Score KSA Scores	Ongoing Units Lesson Plans	MAF Grant Title 1 Release Time
		Utilize standards based assessments and standards mastery.	Spring iReady Score	Regular implementation (1 time every month) of standards mastery in each grade 2-5.	NA
		Professional learning communities with a mathematics focus to ensure congruency with learning target, activity, success criteria and assessment.	Spring iReady Score KSA Scores	PLC minutes	NA
		Generate success criteria for each standard and share with students and their parents.	Spring iReady Score KSA Scores	Lesson Plans Weekly Classroom Walk Throughs	Title 1 – PD Release Time

Goal 1 (State your proficiency goal.): Goal 1: By 2025, 80% of Boonesborough Elementary School students will be proficient or higher on KSA in both the areas of reading and mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	Develop and share clear, student friendly learning targets.	Spring iReady Score	Lesson Plans	NA
		Utilize CCI and PDSA with students.	Spring iReady Score	Bi-monthly progress checks by teachers and students.	District Funds - Training
		Utilize iReady instructional component 40 minutes weekly with students.	Spring iReady Score	Weekly checks of student instructional time by principal and teacher.	Title 1 - \$20,000
		Utilize Eureka Math and Ready Math for K-5 tier 1 instruction.	Spring iReady Score	Spring iReady Scores KPREP Mathematics scores	Title 1 - \$20,000
		Utilize both whole group and small group instruction to ensure lessons are differentiated.	Spring iReady Score	Spring iReady Scores KSA Mathematics scores	NA
		Intentional instruction of content vocabulary.	Spring iReady Score KSA Score	Spring iReady Scores KSA Mathematics scores Classroom Use of Frayer Model	NA
		Instructional fluency cycles for addition and subtraction facts (grades 1 and 2) and multiplication and division facts (grades 3 and 4)	Spring iReady Score	CCI analyzed by teachers and students. Fluency Checks at the end of each fluency cycle.	NA

Goal 1 (State your proficiency goal.): Goal 1: By 2025, 80% of Boonesborough Elementary School students will be proficient or higher on KSA in both the areas of reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Mathematics Unit Development in Grades 3-5 led by Academic Interventionist	Spring iReady Score KSA Scores	Ongoing Units Lesson Plans	MAF Grant
Objective 2  By May of 2025, 100% of classroom teachers will have 70% or more students score proficient or higher in reading as measured by iReady.	Design and Deploy Standards	Weekly PLCs to ensure there is an alignment between standard, learning target, activity, success criteria and assessment.	Spring iReady Score KSA Scores	PLC minutes Weekly lesson Plans	NA
		Weekly professional learning communities led by Academic Interventionist with a mathematics focus to ensure congruency with learning target, activity, success criteria and assessment.	Spring iReady Score KSA Scores	PLC minutes Weekly lesson Plans	District Funding for Academic Interventionist
	Design and Deliver Instruction	Develop and share clear, student friendly learning targets.	Spring iReady Score	Weekly lesson Plans Weekly Classroom Walk Throughs	NA
		Utilize classified staff to support phonemic awareness, phonics instruction, and high frequency word instruction in grades K-3.	Spring iReady Score	Spring iReady Scores	NA
		Utilize CCI and PDSA with students.	Spring iReady Score	Bi-monthly progress checks by teachers and students.	District Funds - Training

Goal 1 (State your proficiency goal.): Goal 1: By 2025, 80% of Boonesborough Elementary School students will be proficient or higher on KSA in both the areas of reading and mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize iReady instructional component 40 minutes weekly with students.	Spring iReady Score	Weekly checks of student instructional time by principal and teacher.	Title 1 - \$20,000
		Utilize teacher developed units that align with standards and iReady progression. Incorporate a pacing guide into units	Spring iReady Score	Pacing guides	District Funded Academic Interventionist
		Utilize both whole group and small group instruction to ensure lessons are differentiated.	Spring iReady Score	Spring iReady Scores	NA
		Intentional instruction of content vocabulary.	Spring iReady Score KSA Score	Spring iReady Scores Classroom Evidence of Frayer Models	NA
		Instructional cycles for letters, sounds, and sight words.	Spring iReady Score	CCI analyzed by teachers and students.	NA
	Design and Deliver Assessment Literacy	Utilize standards based assessments and standards mastery.	Spring iReady Score	Analyzing bi-monthly standards mastery checks in PLCs and through CCI with students.  Unit Development	Title 1 – PD Release Time

Goal 1 (State your proficiency goal.): Goal 1: By 2025, 80% of Boonesborough Elementary School students will be proficient or higher on KSA in both the areas of reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement student participation in self-assessment and goal setting (CCI)	Spring iReady Score	Spring iReady Scores Student scores on unit assessments	District Funds –Training Title 1 – Professional Development
		Identify which assessment methods are the best match for each learning target	Spring iReady Score	Spring iReady Scores Unit Development Student scores on unit assessments	District Funds –Training Title 1 – Professional Development



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

Goal 2 (State your separate academic indicator goal.): By Spring 2025, 50% of Boonesborough Elementary School students will score proficient or higher on KSA in the area of science and social studies.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By May of 2025, 70% or more students will score proficient or higher in science as measured by the Kentucky Summative Assessment.	Design and Deploy Standards	Work with Academic Interventionist to ensure there is an alignment between standard, learning target, activity, and assessment.	KSA Science Score Unit Assessments	PLC minutes Weekly lesson planning	District Funding for Academic Interventionist
		Generate success criteria for each standard and share with students and their parents.	KSA Score	Weekly lesson planning	NA
		Develop hands-on activities aligned to science standards	KSA Science Score Unit Assessments	Weekly lesson Planning	Title 1 – Science Texts and Materials
	Design and Deliver Instruction	Develop and share clear, student friendly learning targets.	KSA Science Score Unit Assessments	Weekly lesson planning	NA
		Utilize CCI and PDSA with students.	KSA Science Score Unit Assessments	Bi-monthly progress checks by teachers and students.	NA
		Administer and analyze Through Course Task activities.	KSAScience Score Unit Assessments	Through Course Tasks	NA
		Intentional instruction of content vocabulary.	KSA Score	Unit Assessments Classroom Use of Frayer Model	NA

Goal 2 (State your separate academic indicator goal.): By Spring 2025, 50% of Boonesborough Elementary School students will score proficient or higher on KSA in the area of science and social studies.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize CER Tasks two times each month with students in grades 3-5	KSA Score	Unit Assessments	NA
		Utilize Mystery Science K-5.	KSA Science Score Unit Assessments	Unit Assessments	District Funds
		Utilize science focused texts and articles during literacy block to build content knowledge.	KSA Science Score Unit Assessments	Unit Assessments	Title 1 – Materials \$3000
<p>Objective 2</p> <p>By May of 2025, 70% or more students will score proficient or higher in social studies as measured by the Kentucky Summative Assessment.</p>	Design and Deploy Standards	Work with Academic Interventionist to ensure there is an alignment between standard, learning target, activity, and assessment.	KSA Social Studies Score Unit Assessments	PLC minutes Weekly lesson planning	District Funding for Academic Interventionist
		Generate success criteria for each standard and share with students and their parents.	KSA Score	Weekly lesson planning	NA
		Develop hands-on activities aligned to social studies standards	KSA Score Unit Assessments	Weekly lesson Planning	Title 1 KSA Score
	Design and Deliver Instruction	Develop and share clear, student friendly learning targets.	KSA Score Unit Assessments	Weekly lesson planning	NA

Goal 2 (State your separate academic indicator goal.): By Spring 2025, 50% of Boonesborough Elementary School students will score proficient or higher on KSA in the area of science and social studies.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize CCI and PDSA with students.	KSA Score Unit Assessments	Bi-monthly progress checks by teachers and students.	NA
		Intentional instruction of content vocabulary.	KSA Score	Unit Assessments Classroom Use of Frayer Model	NA
		Utilize CER Tasks two times each month with students in grades 3-5	KSA Score	Unit Assessments	NA
		Utilize District developed unit assessments to develop practice with cluster sets and use of primary and secondary sources.	KSA Score Unit Assessments	Unit Assessments	District Funding

### 3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By Spring 2025, the proficiency gap in math for free and reduced lunch and paid lunch will be reduced by 30% as measured by iReady.</p>	<p>Design and Deploy Standards</p>	<p>Weekly PLCs to ensure there is an alignment between standard, learning target, activity, success criteria and assessment.</p>	<p>Spring iReady Score</p> <p>KSA Scores</p>	<p>PLC minutes</p> <p>Weekly Classroom Walk Throughs</p>	<p>NA</p>
		<p>Mathematics Unit Development in Grades 3-5</p>	<p>Spring iReady Score</p> <p>KSA Scores</p>	<p>Ongoing Units</p> <p>Lesson Plans</p>	<p>District Funding for Academic Interventionist</p>
		<p>Utilize standards based assessments and standards mastery.</p>	<p>Spring iReady Score</p>	<p>Regular implementation (1 time every month) of standards mastery in each grade 2-5.</p>	<p>NA</p>
		<p>Weekly professional learning communities with a mathematics focus to ensure congruency with learning target, activity, success criteria and assessment.</p>	<p>Spring iReady Score</p> <p>KSA Score</p>	<p>PLC minutes</p> <p>Weekly Lesson Plans</p> <p>Weekly Classroom Walk Throughs</p>	<p>NA</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Generate success criteria for each standard and share with students and their parents.	Spring iReady Score KSA Score	Lesson Plans Weekly Classroom Walk Throughs	Title 1 – PD Release Time
	Establishing Learning Culture and Environment	Utilize guidance counselor, teachers, Family Resource Director and Worker, and principal to meet the social, emotional, and physical needs of the students.	Office Referrals Weekly Behavior Data	Parent Surveys SRSS Survey FRC Data	NA
	Utilize a school-wide behavior system (PAWS) to ensure that students are held to high standards.	Office Referrals Weekly Behavior Data	Weekly behavior checked teachers Weekly school-wide behavior shared publically Parent Surveys SRSS Survey FRC Data	Section 6 – Rewards for students	
	Engage students in personal goal setting and monitoring.	Spring iReady Score KSA Score	Standards mastery scores Student progress notebooks	NA	
	Utilize student-led conferences so that students can take ownership of their work and share their learning progress with families.	Spring iReady Score KSA Score	Standards mastery scores Student progress notebooks	Section 6 and Title 1 – Materials and Snacks for Parent Nights	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement learning nights with a parent education component.	Spring iReady Score KSA Score	Parent Surveys SRSS Survey FRC Data	Title 1 Parent Involvement Funds
		Communicate regularly with parents about student progress.	Spring iReady Score KSA Scores	Richardson Assessments Standards mastery scores Student progress notebooks Student Report Cards and Progress Reports	NA

**4: English Learner Progress**

Goal 4 (State your English Learner goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

Goal 5 (State your climate and safety goal.): By Spring 2025, the quality of school climate and safety survey will increase by 5 percent.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By Spring 2025, the quality of school climate and safety survey will increase by 5 percent.	Establishing Learning Culture and Environment	Utilize guidance counselor, teachers, Family Resource Director and Worker, and principal to meet the social, emotional, and physical needs of the students.	Office Referrals  Weekly Behavior Data  KSA Scores	Parent Surveys  SRSS Survey  FRC Data	NA
		Utilize a school-wide behavior system (PAWS) to ensure that students are held to high standards.	Office Referrals  Weekly Behavior Data  KSA Scores	Weekly behavior checked teachers  Weekly school-wide behavior shared publically  Parent Surveys  SRSS Survey  FRC Data	Section 6 – Rewards for students
		Engage students in personal goal setting and monitoring.	Spring iReady Score  KSA Scores	Standards mastery scores  Student progress notebooks	NA
		Utilize student-led conferences so that students can take ownership of their work and share their learning progress with families.	Spring iReady Score  KSA Scores	Standards mastery scores  Student progress notebooks	Section 6 and Title 1 – Materials and Snacks for Parent Nights



Goal 5 (State your climate and safety goal.): By Spring 2025, the quality of school climate and safety survey will increase by 5 percent.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement learning nights with a parent education component.	Spring iReady Score KSA Scores	Parent Surveys SRSS Survey FRC Data	Title 1 Parent Involvement Funds
		Communicate regularly with parents about student progress.	Spring iReady Score KSA Scores	Richardson Assessments Standards mastery scores Student progress notebooks Student Report Cards and Progress Reports	NA

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

Goal 6 (State your postsecondary goal.): N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

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

**8: Other (Optional)**

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

## **Addendum for Schools Identified for Targeted or Comprehensive Support**

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

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

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

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

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>Response:</b></p>
<p><b>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</b></p>

### TSI/ATSI Evidence-based Practices

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

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

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

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



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