

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1: Increase proficiency in reading and math as measured by the KPREP Assessment according to the following table:

Reading		Math	
From Spring 2019	To Spring 2024	From Spring 2019	To Spring 2024
62.8%	70.0%	59%	67%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading as measured by KPREP from 62.8% in 2019 to 64.5% in 2021.	KCWP 1: <u>Design and Deploy Standards</u> Focus: Ensuring valid curriculum	PLC Curriculum Alignment - Teachers will work collaboratively with their PLC teams and a member of the leadership team to align the Kentucky Academic Standards for Reading with our core reading resources; they will identify the essential and enduring standards for their grade and ensure that these are embedded throughout the year	Revised Reading Curriculum Map KPREP/MAP Proficiency	Revised ReadingCurriculum Map PLC Meeting Agendas MAP Projection DRA Benchmarks Formative Assessments Lesson Plans	No funding needed
		Addressing Unfinished Learning - Teachers will work collaboratively with their PLC team and a member of the leadership team to analyze Achieve the Core guidance to determine areas of unfinished learning in reading due to COVID-19 school closures; curriculum maps and pacing guides will be revised for 2020-21 to account for the identified gaps	Revised ReadingCurriculum Map Formative Assessments KPREP/MAP Proficiency	Revised ReadingCurriculum Map PLC Meeting Agendas MAP Projection DRA Benchmarks Formative Assessments Lesson Plans	No funding needed
	KCWP 2: <u>Design, Align, and Deliver Instruction</u> Focus: Appropriate and effective high-yield instructional strategies	Homegrown Institute - Teachers will participate in professional development through the Teacher’s College Homegrown Institute to gain greater understanding of best practices in reading and writing instruction and apply it to the classroom; teachers will work with the literacy coach for ongoing, embedded professional learning throughout the year.	Formative Assessments KPREP/MAP Proficiency Running Records DRA	MAP Projection DRA Benchmarks Formative Assessments Lesson Plans	District PD Funds
	Best Practices in Phonics Instruction - K-2 teachers will work collaboratively with the literacy coach to	Running Records DRA	Duncan Data Analysis Tools	No funding needed	

		implement daily systematic core instruction in phonics; Kindergarten teachers will continue with advanced training in Successful Start foundational literacy practices with the support of the literacy coach, and first grade teachers will begin training on Successful Start foundational literacy practices with the support of the literacy coach and teacher leaders		Running Records DRA PLC Meeting Agendas Lesson Plans	
		Student Engagement Professional Development - the LMS, literacy coach, and assistant principal will facilitate professional development sessions for all teachers at the beginning of the school year and during instructional faculty meetings to support teacher understanding of best practices in promoting student engagement; training will include strategies for the virtual setting and for increasing engagement in a socially-distanced classroom.	Formative Assessments KPREP/MAP Proficiency Running Records DRA	MAP Projection DRA Benchmarks Learning Walks Lesson Plans NTI Participation	No funding needed
	KCWP 5: <u>Design, Align, and Deliver Support</u> Focus: Appropriate intervention services	Virtual Intervention Training - All K-5 teachers will work collaboratively with the LMS and assistant principal to learn about best practices for virtual Tier 2 intervention, including the use of Lexia and small group guided reading in the virtual setting; this will also include training in the Pioneer Valley assessments as facilitated by the literacy coach	Formative Assessments KPREP/MAP Proficiency Running Records DRA	MAP Projection DRA Benchmarks Lesson Plans NTI Participation	No funding needed
Objective 2 Increase proficiency in math as measured by KPREP from 59% in 2019 to 61% in 2021.	KCWP 1: <u>Design and Deploy Standards</u> Focus: Ensuring valid curriculum	PLC Curriculum Alignment - Teachers will work collaboratively with their PLC team and a member of the leadership team to align the Kentucky Academic Standards for Math with core math resources; they will identify the essential and enduring standards for their grade and ensure that these are embedded throughout the year	Revised Math Curriculum Map KPREP/MAP Proficiency	Revised Math Curriculum Map PLC Meeting Agendas MAP Projection Formative Assessments Lesson Plans	No funding needed
		Addressing Unfinished Learning - Teachers will work collaboratively with their PLC team and a member of the leadership team to analyze Achieve the Core guidance to determine areas of unfinished	Revised Math Curriculum Map Formative Assessments KPREP/MAP Proficiency	Revised Math Curriculum Map PLC Meeting Agendas MAP Projection	No funding needed

		learning in math due to COVID-19 school closures; curriculum maps and pacing guides will be revised for 2020-21 to account for the identified gaps		Formative Assessments Lesson Plans	
	KCWP 2: <u>Design, Align, and Deliver Instruction</u> Focus: Appropriate and effective high-yield instructional strategies	Operations & Algebraic Thinking - During the January Teacher Work Day, teachers will engage in professional development around the learning progression for Operations and Algebraic Thinking and instructional strategies/math practices that support student learning of this strand. They will work collaboratively with their PLC team to apply these strategies to upcoming lessons.	Formative Assessments KPREP/MAP Proficiency	MAP Growth Strand Formative Assessments Learning Walks Lesson Plans	No funding needed
		Student Engagement Professional Development - the LMS, literacy coach, and assistant principal will facilitate professional development sessions for all teachers at the beginning of the school year and during instructional faculty meetings to support teacher understanding of best practices in promoting student engagement; training will include strategies for the virtual setting and for increasing engagement in a socially-distanced classroom.	Formative Assessments KPREP/MAP Proficiency	MAP Projection Learning Walks Lesson Plans NTI Participation	No funding needed
	KCWP 4: <u>Review, Analyze, and Apply Data</u> Focus: Using data to monitor students' progress and determine needs	MAP Analysis - Teachers and the leadership team will analyze MAP data to identify students who will need additional support to reach proficiency. They will also look for patterns in goal strands and classroom performance that can be used to inform instruction. Teachers will work collaboratively with their PLC team and a member of the leadership team to design tier 1 instruction that responds to the needs identified through the data analysis.	Digital Data Wall Formative Assessments KPREP/MAP Proficiency	Digital Data Wall PLC Meeting Agendas Intervention Meeting Agendas MAP Projection Formative Assessments	No funding needed
		Formative Assessment Analysis - PLC teams will work collaboratively to analyze pre-assessments and common formative assessments and use the results to inform next instructional steps; this will occur during weekly PLC meetings; common	Digital Data Wall Formative Assessments KPREP/MAP Proficiency	Digital Data Wall PLC Meeting Agendas Intervention Meeting Agendas MAP Projection Formative Assessments	No funding needed

		formative assessment data will be organized on grade-level digital data walls			
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2: Separate Academic Indicator

Goal 2: Increase proficiency in writing, science, and social studies as measured by the KPREP Assessment according to the following table:

Writing		Science		Social Studies	
Fro m	To	Fro m	To	Fro m	To
Spri ng	Spri ng	Spri ng	Spri ng	Spri ng	Spri ng
201 9	202 4	201 9	202 4	201 9	202 4
69.3 %	74.8 %	41.9 %	52.4 %	57.4 %	65%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in the area of writing from 69.3% in 2019 to 70.4% in 2021 as evidenced by KPREP data.	KCWP 1: <u>Design and Deploy Standards</u> Focus: Ensuring valid curriculum	PLC Curriculum Alignment - Teachers will work collaboratively with their PLC team and a member of the leadership team to align the Kentucky Academic Standards for Writing with our core writing resources; they will identify the essential and enduring standards for their grade and ensure that these are embedded throughout the year and across content areas	Revised Writing Curriculum Map KPREP Proficiency	Revised Writing Curriculum Map PLC Meeting Agendas Formative Assessments Lesson Plans	No funding needed
		Addressing Unfinished Learning - Teachers will work collaboratively with their PLC team and a member of the leadership team to analyze Achieve the Core guidance and determine areas of unfinished learning in writing due to COVID-19 school closures; curriculum maps and pacing guides will be revised for 2020-21 to account for the identified gaps	Revised Writing Curriculum Map Formative Assessments KPREP Proficiency Cold Writes	Revised Writing Curriculum Map PLC Meeting Agendas Formative Assessments Cold Writes Lesson Plans	No funding needed
	KCWP 3: <u>Design and Deliver Assessment Literacy</u>	On Demand Writing Training - The literacy coach will provide training to all K-5 and ECE teachers on	Cold Writes KPREP Proficiency	Cold Writes Formative Assessments	No funding needed

	<p>Focus:</p> <ul style="list-style-type: none"> • Appropriate assessment design • Effective feedback 	assessment practices that will support changes to On-Demand Writing assessments			
		Cold Writes - Teachers will work collaboratively in horizontal and vertical teams as facilitated by the literacy coach to review and refine the assessment plan for on-demand writing aligned to the essential and enduring Kentucky Academic Standards in writing	Revised Writing Plan Cold Writes KPREP Proficiency	Cold Writes Formative Assessments PLC Agendas	No funding needed
		Live Scoring - Teachers will provide students immediate feedback on their writing to determine next steps of instruction to meet the individual needs of all students; Third grade will participate in live scoring training with the literacy coach, while fourth and fifth grade will continue to implement live scoring as a common practice during reading/writing assessments	Cold Writes KPREP Proficiency	Cold Writes Formative Assessments PLC Agendas	No funding needed
<p>Objective 2 Increase proficiency in the area of social studies from 57.4% in 2019 to 59.3% in 2021 as evidenced by KPREP data.</p>	<p>KCWP 1: <u>Design and Deploy Standards</u> Focus: Ensuring valid curriculum</p>	Social Studies Curriculum Development and Training - All K-5 teachers, ECE teachers, and leadership team members will participate in a district-facilitated training to support their understanding of the new social studies standards and curriculum frameworks	KPREP Proficiency	PLC Agendas Lesson Plans Formative Assessments Learning Walks	No funding needed
		Cross-Curricular Literacy Connections - Teachers will work collaboratively with their PLC team and a member of the leadership team to identify connections between the essential and enduring reading and writing standards and the social studies curriculum; these will be identified on curriculum maps and pacing guides	KPREP Proficiency Revised Curriculum Maps	PLC Agendas Lesson Plans Formative Assessments	No funding needed
	<p>KCWP 2: <u>Design, Align, and Deliver Instruction</u> Focus: Appropriate and effective high-yield instructional strategies</p>	Inquiry-based Social Studies Training - All K-5 teachers, ECE teachers, and leadership team members will participate in a district-facilitated training to support their understanding of the implementation of inquiry-based social studies units; they will gain an understanding of the instructional shifts required and will plan strategies to support student learning in the area of social studies	KPREP Proficiency	PLC Agendas Lesson Plans Formative Assessments Learning Walks	No funding needed

		Ongoing Planning Support and Coaching Cycles - the principal, assistant principal, LMS, and/or literacy coach will work collaboratively with PLC teams to offer ongoing support and feedback as they design new social studies units and implement inquiry-based instructional methods in both the virtual and in-person classroom setting	KPREP Proficiency	PLC Agendas Lesson Plans Formative Assessments Learning Walks	No funding needed
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3: Achievement Gap

Goal 3: Increase the percentage of students with disabilities and ELL scoring at proficiency in reading and math as measured by the KPREP assessment according to the following table:

	Reading		Math	
	From Spring 2019	To Spring 2024	From Spring 2019	To Spring 2024
Students with Disabilities	45.5%	60%	41.8%	55%
ELL Students	18.2%	40%	22.7%	45%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase reading proficiency of students with disabilities from 45.5% in 2019 to 55% in 2021 and math proficiency of students with disabilities from 41.8% in 2019 to 50% in 2021.	KCWP 4: <u>Review, Analyze and Apply Data</u> Focus: Using data to monitor students' progress and determine needs	Watch List Create a Google data tool to monitor gap groups as evidenced by formative and summative assessments to determine the impact of Tier I, II and III instructional practices to make informed decisions about teaching and learning.	Digital Data Wall Formative Assessments KPREP/MAP Proficiency	Digital Data Wall PLC Meeting Agendas ECE PLC Meeting Agendas MAP Projection Formative Assessments	No funding needed
	KCWP 2: <u>Design and Deliver Instruction</u> Focus: Ensuring Tier I instructional needs are met	Co-Teaching Regular education, special education and ELL teachers will participate in co-teaching training to support student growth in the areas of math and reading.	Digital Data Wall Formative Assessments KPREP/MAP Proficiency	PLC Agendas MAP Projection Formative Assessments Learning Walks	No funding needed
Objective 2 Increase reading proficiency of EL students from 18.2% in 2019 to 40% in 2021 and the math proficiency of EL	KCWP 2: <u>Design and Deliver Instruction</u> Focus: Designing lessons with students' cultural needs in mind	Culturally-Responsive Instruction Regular education, special education and ELL teachers will participate in Culturally Responsive Teaching training to support EL student growth in the areas of reading and math.	Digital Data Wall Formative Assessments KPREP/MAP Proficiency	PLC Agendas Lesson Plans MAP Projection Formative Assessments Learning Walks	Title 2 \$1250

<p>students from 22.7% in 2019 to 45% in 2021.</p>	<p>KCWP 4: <u>Review, Analyze and Apply Data</u> Focus: Using data to monitor students' progress and determine needs</p>	<p>Watch List Create a Google data tool to monitor gap groups as evidenced by formative and summative assessments to determine the impact of Tier I, II and III instructional practices to make informed decisions about teaching and learning.</p>	<p>Digital Data Wall Formative Assessments KPREP/MAP Proficiency</p>	<p>Digital Data Wall PLC Meeting Agendas ELL PLC Meeting Agendas MAP Projection Formative Assessments</p>	<p>No funding needed</p>
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4: Growth

Goal 4: Increase or maintain the conditional growth percentiles for all Grades K-5 in both reading and math to at least the 60th percentile by Spring 2022.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 Increase or maintain the conditional growth profile for all grades K-5 in reading and math to at least the 55th percentile as evidenced by Spring 2021 MAP.	KCWP 4: <u>Review, Analyze, and Apply Data</u> Focus: Using data to monitor students' progress and determine needs	MAP Analysis - Teachers and the leadership team will analyze MAP data to identify students in need of enrichment and intervention, based on both proficiency and growth scores. Teachers will work collaboratively with the assistant principal, library media specialist, and/or math interventionist to design instruction that responds to the needs identified through the data analysis	Digital Data Wall Formative Assessments KPREP/MAP Proficiency	Digital Data Wall PLC Meeting Agendas Intervention Meeting Agendas MAP Projection Formative Assessments	No funding needed	
		Formative Assessment Analysis - PLC teams will work collaboratively to analyze pre-assessments and common formative assessments and use the results to inform next instructional steps; this will occur during weekly PLC meetings; common formative assessment data will be organized on grade-level digital data walls	Digital Data Wall Formative Assessments KPREP/MAP Proficiency	Digital Data Wall PLC Meeting Agendas MAP Projection Formative Assessments	No funding needed	
	KCWP 5: <u>Design, Align, and Deliver Support</u> Focus: Appropriate intervention services	Virtual Intervention Training - All K-5 teachers will work collaboratively with the LMS, assistant principal, and/or math interventionist and ESS teacher to learn about best practices for virtual Tier 2 intervention in the areas of math and reading including the use of Lexia, Pioneer Valley, virtual math manipulatives, and virtual progress monitoring and assessment strategies	Formative Assessments KPREP/MAP Proficiency	PLC Meeting Agendas MAP Projection Formative Assessments Tier 2 Lesson Plans AVMR Screener	No funding needed	
		WIN Time - All 2-5th grade classrooms will have a dedicated math intervention period and a dedicated reading intervention period embedded into their daily schedule; the LMS, literacy coach, assistant principal and/or math interventionist will provide training on tier two interventions and progress monitoring during an instructional faculty meeting	Formative Assessments KPREP/MAP Proficiency	PLC Meeting Agendas MAP Projection Formative Assessments WIN Lesson Plans	No funding needed	
		Common Formative Assessment Alignment - Teachers will work in collaboration with their PLC team and a member of the leadership team to develop common	Assessment Plans Digital Data Wall Formative Assessments	Digital Data Wall PLC Meeting Agendas MAP Projection	No funding needed	
	KCWP 3: <u>Design and Deliver Assessment Literacy</u>					No funding needed

	Focus: Appropriate assessment design and validity of assessments	formative assessments that are aligned with essential and enduring learnings in reading, writing, and math in	KPREP/MAP Proficiency	Formative Assessments	
		Virtual Assessment Practices Training - The LMS will provide training to all teachers in effective strategies for assessment in the virtual learning setting; teachers will work in collaboration with PLC teams and co-teachers to develop assessments aligned with essential and enduring learnings and will administer them in the virtual setting	Assessment Plans Digital Data Wall Formative Assessments KPREP/MAP Proficiency	Digital Data Wall PLC Meeting Agendas MAP Projection Formative Assessments	No funding needed

7: Other

Goal 7: Implement a system of culturally-responsive, social-emotional and mental health supports for students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase teacher understanding of culturally responsive practices and how they apply to both instruction and behavior.	KCWP 6: <u>Establishing Learning Culture and Environment</u> Focus: Equitable access for diverse learners	Culturally-Responsive Teaching Book Study - Teachers and the leadership team will complete a book study using the text <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond to build their understanding of the role culture plays in student behavior and learning	Teacher Survey Results	Teacher Survey Results	Title 2 \$1500
		Courageous Conversations - Teachers and the leadership team will engage in facilitated conversations about cultural competency and racial bias with Michele Shelton, a diversity consultant working with the district inclusion coalition	Teacher Survey Results	Teacher Survey Results	Title 2 \$1250
Objective 2: Implement a tiered system of emotional regulation support through a multi-year implementation plan.	KCWP 4: <u>Review, Analyze, and Apply Data</u> Focus: Using data to monitor students' progress and determine needs	Behavior Data Analysis - Teachers will work in collaboration with the leadership team, intervention team, and mental health team to review student behavior data including office referrals, attendance, removals and suspensions, and universal screeners; data review will occur during monthly Kid Talk meetings and quarterly intervention meetings	Behavior Screener Office Referrals Suspensions/Removals Attendance Data	Kid Talk Meeting Agendas Intervention Meeting Agendas	No funding needed
		Attendance Data Analysis - The leadership team will review attendance data weekly; the counselor, attendance clerk, office manager, and teacher will work collaboratively with parents to develop plans for chronic absences/tardies and non-participation in virtual learning. School/district leadership will collaborate with the attendance team as needed.	Attendance Data NTI/VLA Participation	Kid Talk Meeting Agendas Intervention Meeting Agendas Leadership Team Agendas Minor Office Referrals	No funding needed
		Tier 3 Behavior Planning - The counsellor will work with the Kid Talk team, teacher, and intervention team to develop Tier 3 behavior plans including identifying intervention providers and data collection methods.	Tier 3 Action Plans Office Referrals Removals/Suspensions	Kid Talk Meeting Agendas Intervention Meeting Agendas	No funding needed

		Wraparound Support Program - A wraparound support program will be implemented in collaboration with the school psychologist, social worker, leadership team, and teachers to increase family engagement and support families in accessing necessary community resources	Behavior Screener Office Referrals Suspensions/Removals Attendance Data	Kid Talk Meeting Agendas Wraparound Referrals Wraparound Team Meeting Agendas	CCEIS Grant
	KCWP 6: <u>Establishing Learning Culture and Environment</u> Focus: <ul style="list-style-type: none"> • Opportunities for character-building • Student awareness of school rules, their character, and the impact of their behavior 	PBIS Plan - The PBIS committee will work collaboratively with the principal, assistant principal, and guidance counsellor to review and revise the school-wide PBIS plan based on behavior data and input from teachers.	PBIS Plan Student Recognition System Teacher Survey	PBIS Committee Meeting Agendas Office Referrals Removals/Suspensions Teacher Survey	No funding needed
		Tier 1 Social-Emotional Learning - Teachers will engage in training with the counsellor regarding trauma-informed practices and will identify best practices (Morning Meeting, mindfulness, emotional regulation) that will be incorporated into the classroom to support the Sanford Harmony core guidance curriculum; the counsellor will provide resources for supporting social-emotional learning during periods of NTI using the text <i>SEL at a Distance</i> by Hannigan and Hannigan	Teacher Survey	Teacher Survey Revised Classroom Management Plans Office Referrals Counsellor Referrals Removals/Suspensions	No funding needed

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:

Components Of Turnaround Leadership Development And Support:
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? Response:
Identification Of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

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? 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.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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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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:

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.

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 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) 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 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

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 eProve
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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