# 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.

| Our main concerns are:   * Reduce novice in Reading and Math for all students * Reduce Novice in Social Studies as the index declined nearly 9 points from the previous year * Reduce number of students with an IEP scoring novice in Reading and Math |
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**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 1: Design and Deploy Standards   * Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data, and standards mastery checks. * Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. * Monitoring systems are in place to ensure the intended curriculum is being implemented with a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved).   KCWP 2: Design and Deliver Instruction   * Ensure congruency is present between standards, learning targets, and assessment measures. * Teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement. * Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. |
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**Indicator Scores**

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

| **Indicator** | **Status** | **Change** |
| --- | --- | --- |
| State Assessment Results in reading and mathematics | Low (47.7) | Increase (+ 0.7) |
| State Assessment Results in science, social studies and writing | Low (45.0) | Decline (-2.5) |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | Medium (66.9) | Increase (+3.2) |
| Postsecondary Readiness (high schools and districts only) | N/A | N/A |
| Graduation Rate (high schools and districts only) | N/A | N/A |

## Explanations/Directions

| **Goal**: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| 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. | 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 [Kentucky’s six (6) Key Core Work Processes](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy. | 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. | 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. | 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. | |

## 1: State Assessment Results in Reading and Mathematics

| Goal 1 (State your reading and math goal.):   * Reading: 62.1% of CCMS students will be proficient on Reading KSA by 2027. * Math: 45.7% of CCMS students will be proficient on Math KSA by 2027. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Reading – Increase the number of students scoring proficient and distinguished in reading from 35% to 37% by May 2025. | KCWP 1 : Design and Deploy Standards | Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards. | Improved collaboration in PLC  Data analysis shows increased mastery of standards  Classroom observations through data and feedback to ensure expectations and fidelity. | * Map - Fall * Unit Common Assessments * Masteryconnect - Fall, Winter, Spring | Title 1  General | |
| Teachers are making sure the text and tasks provided by the HQIR align to the rigor of the standard and ensuring that unit assessments align with the rigor of the standards.   * Aligned and rigorous instruction, including Tier 2-3 instruction * Aligned formative and summative assessments |
| Reading teachers attend district ELA cohorts around the study of standards and the HQIR. |
| KCWP 2: Design and Deliver Instruction | Teachers are planning and reflecting on standards aligned lessons that meet diverse student needs. | Data analysis shows increased mastery of standards | * Classroom observation tool - Domain 3 * Unit Common Assessments * Masteryconnect - Fall, Winter, Spring * Formative assessment during skills based intervention | Title 1  General  ESS | |
| Through PLC, teachers are learning Cognitive Engagement Strategies they can use in the classroom to improve student engagement and student discourse. | Increased student cognitive engagement observed |
| Teachers will design and deliver skills based reading intervention through various supplemental resources. | Data analysis shows increased mastery of standards on unit assessments and benchmarks |
| Objective 2  Math – Increase the number of students scoring proficient and distinguished in math from 27% to 33% by May 2025. | KCWP 1 : Design and Deploy Standards | Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards. | Improved collaboration in PLC  Data analysis shows increased mastery of standards  Classroom observations through data and feedback to ensure expectations and fidelity. | * Map - Fall * Unit Common Assessments * Masteryconnect - Fall, Winter, Spring | Title 1  General | |
| Teachers are making sure the math tasks provided by the HQIR align to the rigor of the standard and ensuring that unit assessments align with the rigor of the standards.   * Aligned and rigorous instruction, including Tier 2-3 instruction * Aligned formative and summative assessments |
| KCWP 2: Design and Deliver Instruction | Teachers are planning and reflecting on standards aligned lessons that meet diverse student needs. | Data analysis shows increased mastery of standards | * Classroom observation tool - Domain 3 * Unit Common Assessments * Mastery Connect - Fall, Winter, Spring * Ongoing teacher coaching Plan for PDSA | Title 1  General  ESS | |
| Schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure:   * Congruence between standards, learning targets, tasks, and assessments with fidelity in instructional delivery | Progress toward annual objective monitored through disaggregated student data |
| Through PLC, teachers are learning Cognitive Engagement Strategies they can use in the classroom to improve student engagement and student discourse. | Increased student cognitive engagement observed |

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

| Goal 2 (State your science, social studies, and writing goal.):   * Science: 46.1 % of CCMS students will be proficient or above on KSA by 2027. * Social Studies: 62.1 % of CCMS students will be proficient or above on KSA by 2027. * Writing: 47.5% % of CCMS students will be proficient or above on KSA by 2027. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Science – Increase the number of students scoring proficient and distinguished in science from 18% to 20% by May 2025. | KCWP 1 : Design and Deploy Standards | Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards (KAS) and NGSS. | Improved collaboration in PLC  Increase usage of Open SciEd | * Classroom observation using Science Early Implementation tool | General | |
| Teachers will reference the Standards Implementation Guide found in KAS. |
| KCWP 2: Design and Deliver Instruction | Teachers are studying and implementing at least two Open SciEd units this year. | Increase usage of Open SciEd  Students show mastery of standards by applying knowledge to CER’s, TCT and storylines. | * Classroom observation using Domain 3 and Science Early Implementation tool * Unit Common Assessments * Mastery Connect - Fall, Winter, Spring | Title 1  General | |
| Teachers are building lessons that include the phenomena, inquiry, and the three dimensions for instruction & assessment. |
| Objective 2  Social Studies – Decrease the number of students scoring Novice in social studies from 56% to 46% by May 2025. | KCWP 1 : Design and Deploy Standards | Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards. | Improved collaboration in PLC  Unit pacing | * Classroom observation using Domain 3 and Inquiry Guide | General | |
| Aligning 24 Essential Documents with Social Studies standards. | Assessed through Common Assessments and Lesson Plan Checks | 24 Fundamental American Documents and Speeches Cohort | General | |
| KCWP 2: Design and Deliver Instruction | Teachers are following the Social Studies inquiry model to ensure there is a compelling question driving the unit along with supporting questions, opportunities to analyze text, and respond. | Students show understanding of the standard(s) by applying all parts of inquiry to answer the compelling question.  Reduce novice in ERQ’s. | * Classroom observation using Domain 3 and Inquiry Guide * Unit Common Assessments * Mastery Connect - Fall, Winter, Spring | General | |
| Teachers are utilizing Document Based Questions (DBQ’s) to allow students to read, analyze, and respond from various perspectives. | General | |
| Objective 3  Combined Writing – Increase the number of students scoring proficient and distinguished in combined writing from 43% to 44% by May 2025. | KCWP 1 : Design and Deploy Standards | Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards. | Improved collaboration in PLC  Data analysis shows increased mastery of standards | * Formative Assessments * Unit Common Assessments * Mastery Connect - Spring | Title 1  General | |
| Teachers are ensuring that the writing tasks and texts, including those from released items and the HQIR, meet the rigor of the standards and that unit assessments are fully aligned with that same level of rigor. |
| KCWP 2: Design and Deliver Instruction | Teachers are planning and reflecting on standards-aligned lessons that meet diverse student needs. | Planning tasks and assessments with writing coach  Data analysis shows increased mastery of standards | * Classroom observation tool - Domain 3 * Formative Assessments * Unit Common Assessments * Mastery Connect - Spring | Title 1  General | |
| Through PLC, teachers learn cognitive engagement strategies they can use in the classroom to improve student engagement and student discourse. | Increased cognitive student engagement observed |
| Teachers will plan and implement skills-based writing interventions using a variety of supplemental resources. | Data analysis shows increased mastery of standards |
| Teachers will conduct one-on-one conferences with students to address their individual needs and provide targeted support for growth. |

## 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** |
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| Objective 1  Decrease the number of students with an IEP scoring novice on Math KSA from 56% to 55% by May 2025. | KCWP 1: Design and Deploy Standards | Through the PLC process, teachers are studying all parts of the standards through Kentucky Academic Standards when planning units. | Data analysis shows increased mastery of standards | * Unit Common Assessments * Mastery Connect - Fall, Winter, Spring | Title 1  General |
| KCWP 2: Design and Deliver Instruction | Teachers strategically select high yield instructional strategies and usage of new HQIR Into Math | Lesson Plans, PLC | * Classroom observation using Domain 3 * Unit Common Assessments * Mastery Connect - Fall, Winter, Spring | Title 1  General |
| Professional development is provided to teachers through a Math Cohort. | Reduced novice performance on unit assessments  Growth on district benchmarks |

## 4: English Learner Progress

| Goal 4 (State your English Learner goal.):   * EL students will progress at least 2 levels on the ACCESS assessment by May 2027. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase the number of Hispanic students scoring proficient and distinguished in reading from 38% to 40% by May 2025. | KCWP 1 : Design and Deploy Standards | Teachers are making sure the text and tasks provided by the HQIR align to the rigor of the standard and ensuring that unit assessments align with the rigor of the standards. | Data analysis shows increased mastery of standards | * Classroom observation tool - Domain 3 * Unit Common Assessments * Mastery Connect - Fall, Winter, Spring | General  Title 1 | |
| KCWP 2: Design and Deliver Instruction | ESL teacher will pull hispanic students for intervention and reteaching as needed. | Data analysis shows increased mastery of standards on unit assessments and benchmarks |
| Teachers will design and deliver skills based reading intervention through various supplemental resources. |

## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.):   * Increase the number of students who agree/strongly agree that “My school is an encouraging place” from 65.9% to 85% by May 2027. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase the number of students who agree/strongly agree that “My school is an encouraging place” from 65.9% to 71% by May 2025. | KCWP 6: Establishing Learning Environment and Culture | CCMS students feel encouraged because they have school counselors readily available to them to share their concerns, issues, and celebrations. CCMS school counselors have a positive relationship with their students by:   * implementing small groups and individual counseling * minute meetings with each student | Decrease in negative minor and major behavior referrals | Monthly monitoring of LiveSchool data | General | |
| MTSS for academic and behavior support   * Intentional and fluid selection of students for RTI through Flex period * Live School reward system with student and parent access * Student Advisory Council * Tier 2 and 3 supports and monitored daily, weekly, and/or monthly | Student surveys  Feedback from Student Advisory Council  Early Warning Tool, Attendance Report, Report Cards, Behavior Referrals | Increased Studer student survey results | General | |
| LiveSchool reward system - Students earn points for being prepared, respectful, having integrity, dependable, engaged, character traits, and school spirit. | Colonel Pride Program  PBIS rewards | Monthly monitoring of LiveSchool data | Title 1  General | |
| Good News Cards or Parent Square messages sent home weekly to students for positive encouragement. | Increase the number of students who receive a positive contact home. | Positive contact tracker by teams to ensure every student receives at least one positive home contact | General | |

## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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| Objective 2 |  |  |  |  |  | |
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## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 |  |  |  |  |  | |
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| Objective 2 |  |  |  |  |  | |
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 |  |  |  |  |  | |
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| Objective 2 |  |  |  |  |  | |
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## 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:

| **Components of Turnaround Leadership Development and Support:** |
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| **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:** CCMS teachers will attend professional development through the Math Cohorts and Fall and Spring Lesson Studies, which are provided by Christian County Public Schools. Math teachers and school leadership will also actively participate in PLC weekly and provide support as needed. Leadership will attend monthly Instructional Leadership Team meetings which feature dedicated time dedicated to working with the Special Education department. Leadership also participated in the development of the Special Education Strategic Plan. |
| **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:** CCMS uses ESS funding to provide after school tutoring. Reading and Math are using a vetted HQIR funded by CCPS. Title 1 money is also used to provide instructional materials for reading, math, science, social studies, writing, resource and intervention classes. We are looking for evidence-based resources for intervention and skills-based instruction for middle school students in the areas of math and reading. We use Title 1 money to pay for a part-time writing coach who works directly with writing teachers and students. Two permanent subs are also paid out of Title 1 money. Special Education teachers engage in PLC’s and other professional learning to develop their capacity to teach and assess grade-level standards. We are always looking for high quality instructional materials that resource teachers can use in their classrooms so students have access to standards-based instruction and assessments. |
| **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:** CCMS students with disabilities have a high rate of novice performance in the areas of reading and math. We are focusing on reducing novice in Math through the use of HMH *Into Math* in the classroom. Math teachers have received training on the evidence-based program of *Into Math* and attend Cohorts and Lesson Studies to improve instruction.Teachers are looking closely at MAP data, district benchmarks and unit assessments to see the specific areas students are performing below grade level and creating specific small group instruction during RTI based on the data. We also have a high rate of students with disabilities scoring novice in Reading. This year, ELA teachers are using Savvas *My Perspectives* as their HQIR. We have also purchased Savvas *Success Maker* for reading intervention along with supplemental resources for skills based reading instruction.  The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments in resource settings, which could have been a contributing factor to the special education student’s underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:   * Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards. * Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work. * Implement standards-based benchmark assessments 3 times per year to monitor and inform student learning. * Establish and regularly utilize assessment buddies to ensure approved assessment accommodations are provided for each student. |
| **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:** The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is math proficiency for our Special Education population. The evidence-based practice that will target Math for our students with disabilities is HMH *Into Math*. This practice will be monitored through weekly PLC meetings, through data analysis following each round of MasteryConnect/Benchmark testing three times yearly, and through classroom observations.  An additional area of need revealed by the analysis of academic and on-academic data that is addressed through CSIP activities is novice reduction in Reading for our Special Education population. The evidence-based practices that will target reading for our students with disabilities is explicit teaching, modeling and scaffolding of content. These practices will be monitored through weekly PLC meetings, through data analysis following each round of MasteryConnect/Benchmark testing 3 times yearly, and through classroom observations.  **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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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. | ☒ |
| Explicit Teaching and Modeling | [Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf) | X |
| HMH *Into Math* | <https://edreports.org/reports/overview/hmh-into-math-2020> | X |
| Savvas *My Perspectives* | <https://edreports.org/reports/overview/myperspectives-2023> | X |
|  |  | ☐ |

## 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:

| **Turnaround Team:** |
| --- |
| **Consider:** 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  **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:** |

## CSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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. | ☒ |
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