

# 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					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

### 1: Proficiency Goal

Goal 1 (State your proficiency goal.): <b>Martin Luther King Jr. Elementary will increase the number of students scoring proficient or above in Reading and Math from 30.2% to 36.24% by 2022.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students scoring proficient or above in Reading from 29.4% to 31.36% by 2020; however, MLK has set a school goal to increase from 29.4% to 44.1% which is a 50% gain.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Drive Instruction KCWP 6: Establishing Learning Culture and Environment	<b>K-6 Literacy Cohort-</b> Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at the elementary and middle school levels.	F&P Levels MAP Reading Growth MAP Math Growth Coaching Observations	Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard and school data tracker	General
		<b>Teachers Intentionally Learning Together (TILT):</b> Literacy Academy - Robust classroom cultures, teacher	F&P Levels MAP Reading Growth	Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard and school data tracker	Grant

Goal 1 (State your proficiency goal.):

**Martin Luther King Jr. Elementary will increase the number of students scoring proficient or above in Reading and Math from 30.2% to 36.24% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success. Teachers must have six of their twenty-four hours using the TILT sessions.</p>	<p>Classroom observations Instructional Rounds data</p>		
		<p><b>Professional Learning Communities (PLCs):</b> will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p>	<p>F&amp;P/BAS Levels MAP Reading Growth Classroom observations Instructional Rounds data</p>	<p>Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard and school data tracker</p>	<p>No funding required</p>
		<p><b>Attendance Matters:</b> Attendance is monitored and students are recognized each grading period for perfect attendance. Homeroom attendance initiatives are being implemented to improve daily attendance.</p>	<p>Attendance Records</p>	<p>Attendance reports by the attendance clerk.</p>	<p>General</p>

Goal 1 (State your proficiency goal.):

**Martin Luther King Jr. Elementary will increase the number of students scoring proficient or above in Reading and Math from 30.2% to 36.24% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><b>DUE TO COVID-19 THIS HAS BEEN SUSPENDED FOR THE 20-21 SY'</b></p>			
		<p><b>Instructional Leadership Team:</b> Monthly curriculum meetings led by the chief instructional officer and instructional staff focusing professional learning community data analysis and response protocols.</p>	<p>School teams engage in data-driven decision making to support quality instruction</p>	<p>Observations of school teams during ILT School Plans from ILT</p>	<p>NO funding required</p>
		<p><b>Striving Readers Comprehensive Literacy initiatives</b> The following initiatives are offered through the support of this grant and a K12 Literacy Coach: <b>Literacy Design Collaborative Coach and Learn Teams:</b> Grades 3-6 Professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams are supported by LDC Coach, and participate in the creation of high-quality tasks built on focus standards, disciplinary literacy, and aligned instruction. <b>Early Childhood Literacy Academy:</b> Preschool teachers in every building participate in the academy to build capacity around quality early childhood literacy instruction. <b>School Literacy Plans supported by Literacy Teams:</b> As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School</p>	<p>MAP Reading Growth Common Assessments PLCs Classroom Observations Instructional Rounds data</p>	<p>Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard and school data tracker</p> <p>PLC documentation School Literacy Plans and School Literacy Team agendas (3x per semester)</p>	<p>Grant funded</p>

Goal 1 (State your proficiency goal.):

**Martin Luther King Jr. Elementary will increase the number of students scoring proficient or above in Reading and Math from 30.2% to 36.24% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Literacy Plans. MLK has an established School Literacy team which meets at a minimum of twice monthly.</p> <p><b>Supplemental Phonics Program:</b> Implementation of a supplemental phonics program K-6 to create a cohesive approach to phonics instruction K-6 districtwide. Professional learning support will be offered for implementation and administrator monitoring of phonics instruction.</p> <p><b>UNRAAVEL Strategy:</b> Teachers will use the UNRAAVEL strategy presented by Larry Bell to increase comprehension thus resulting in student's ability to completely and accurately respond to text.</p>			
		<p><b>PBIS:</b> Implement Positive Behavioral Intervention and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Implementation of the Minor Infraction system.</p>	Decreased loss of instructional time	Classroom referral data Class Dojo Office Referrals Behavior Monitoring Sheets PBIS monthly meetings Minor Behavior Documentation system	General Fund Title IV Title II
		<p><b>Curriculum Planning and Unit Planning:</b> Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning.</p>	F&P/BAS Levels MAP Reading Growth Common Assessment data	PLC-PDSA protocol District teams during the summer curriculum work days	No funding required
Objective 2 Increase the number of students scoring proficient or	KCWP 1: Design and Deploy Standards KCWP 2: Design and Drive Instruction	<p><b>Teachers Intentionally Learning Together (TILT):</b> See Goal 1 - Objective 1</p>	MAP Math Growth Common Assessments Coaching observations	Data monitoring will be reviewed and feedback provided through the use of MLK Scorecard and school data tracker	General

Goal 1 (State your proficiency goal.):

**Martin Luther King Jr. Elementary will increase the number of students scoring proficient or above in Reading and Math from 30.2% to 36.24% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>above in Math from 31.0% to 33.07% by 2020; however MLK has set a goal to increase from 31% to 46.5% which is a 50% increase.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p><b>Professional Learning and Coaching:</b> See Goal 1 - Objective 1  <b>Professional Learning Communities (PLCs):</b> See Goal 1 - Objective 1  <b>Instructional Rounds:</b> See Goal 1 - Objective 1</p>	<p>Instructional Rounds data</p>		
		<p><b>PBIS:</b> Implement Positive Behavioral Intervention and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Implementation of the Minor Infraction system.</p>	<p>Decreased loss of instructional time</p>	<p>Classroom referral data            Class Dojo            Office Referrals            Behavior Monitoring Sheets            PBIS monthly meetings            Minor Behavior Documentation system</p>	<p>General Fund            Title IV            Title II</p>

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

**Martin Luther King, Jr. will increase the number of students scoring proficient or above in Science, Social Studies, and Writing from 19.375% to 35.4% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percentage of students scoring proficient or above in <b>Science</b> from 10.9% to 11.63% by 2020.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Drive Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p><b>Curriculum Planning and Unit Planning:</b> Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning.</p> <p>Continue formally established protocols for completing Through Course Tasks with science teachers K-6. Teachers will plan and implement at least two TCTs and will attend one to two days together to follow a protocol for student work analysis.</p> <p>Emphasis on incorporating more non-fiction (Science) text into Literacy Instruction</p> <p>Teachers will utilize multiple research based strategies to teach content vocabulary.</p> <p>Teachers will use the UNRAVEL strategy presented by Larry Bell to increase comprehension thus resulting in student's ability to completely and accurately respond to text.</p>	<p>Composite Score on KPREP Common Assessment data</p>	<p>PLC Data Protocol District Growth days Observation Analysis student work</p>	<p>No funding required</p>

Goal 2 (State your separate academic indicator goal.):

**Martin Luther King, Jr. will increase the number of students scoring proficient or above in Science, Social Studies, and Writing from 19.375% to 35.4% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Increase the percentage of students scoring proficient or above in <b>Social Studies</b> 37.5% to 40.0% by 2020</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Drive Instruction KCWP 6: Establishing Learning Culture and Environment</p>	<p><b>Curriculum Planning and Unit Planning:</b> Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning.</p> <p>Continue formally established protocols for completing Literacy Design Collaborative through-course tasks with social studies teachers. Teachers will design, plan, and implement a LDC task, and will attend a day together to follow a protocol for student work analysis.</p> <p>Emphasis on incorporating more non-fiction (Social Studies) text into Literacy Instruction</p> <p>Teachers will utilize multiple research based strategies to teach content vocabulary.</p> <p>Teachers will use the UNRAAVEL strategy presented by Larry Bell to increase comprehension thus resulting in students ability to completely and accurately respond to text</p>	<p>Composite Score on KPREP Common Assessment data</p>	<p>PLC Data Protocol District Growth days Observation Analysis student work</p>	<p>No funding required</p>



Goal 2 (State your separate academic indicator goal.):  
**Martin Luther King, Jr. will increase the number of students scoring proficient or above in Science, Social Studies, and Writing from 19.375% to 35.4% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Increase the percentage of students scoring proficient or above in <b>Writing</b> 9.7% to 10.35% by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Drive Instruction KCWP 6: Establishing Learning Culture and Environment	<b>Curriculum Planning and Unit Planning:</b> Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Revising the school writing plan Implementation and monitoring of writing plan. Teachers will use the UNRAAVEL strategy presented by Larry Bell to increase comprehension thus resulting in students ability to completely and accurately respond to text.	Composite Score on KPREP	Quarterly writing folder checks	No funding required

### 3: Achievement Gap

Goal 3A (State your achievement gap goal.): <b>Martin Luther King, Jr. Elementary will increase the number of students in the Consolidated Gap Groups scoring proficient or above in Reading from 22.5% to 24.75% by 2022.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 MLK will increase the number of African American students scoring proficient or above in reading from 22.7% to 23.46% as indicated by the State Accountability Testing System by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment	Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.	Increase Student Engagement response to item(s): 'My teachers challenge me to think' (4.02)	Culture Survey Studer Engagement Survey Eleot/Walkthrough documentation Observations	School-based funds; Title I Professional Development SIF Grant
		<b>Effective Strategies for Struggling Learners Larry Bell</b> This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners	Common Assessments KPREP BAS MAP F&P Classroom assessments Decrease in discipline referrals	PLC Walkthroughs Observations Rounding	SIF Grant
		Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school	Increase Parent Engagement response to item: I regularly receive feedback from school staff on how well my child is learning. (3.72)	Faculty Meeting Trainings PLC minutes Conferences Parent Training Parent involvement activities Parent Engagement Survey	SIG Grant School-based funds; Title I
Objective 2 MLK will increase the number of Students with Disabilities scoring proficient or above in reading from 5.8% to 6.3% by 2020	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment	<b>Effective Strategies for Struggling Learners Larry Bell</b> This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how	Common Assessments KPREP BAS MAP F&P Classroom assessments Decrease in discipline referrals	PLC Walkthroughs Observations Rounding	SIF Grant

Goal 3A (State your achievement gap goal.):

**Martin Luther King, Jr. Elementary will increase the number of students in the Consolidated Gap Groups scoring proficient or above in Reading from 22.5% to 24.75% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>to address their needs. There will be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners</p>			
		<p><b>Priority scheduling:</b> Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs)            Increase Co-teaching</p> <p>Direct instruction</p> <p>Decrease the number of students being pulled out of the regular classroom for resource time to increase in classroom time</p> <p>Research based interventions</p> <p>Create BIPS for student behavior interventions</p> <p>Monitor students in ISS to ensure students receive IEP minutes</p>	<p>Common Assessments            KPREP            BAS            MAP            F&amp;P            Classroom assessments</p>	<p>Progress Buddy</p>	<p>Special Education and General fund</p>

Goal 3B (State your achievement gap goal.):

**Martin Luther King, Jr. will increase the number of students in the Consolidated Gap Group scoring proficient or above in Math from 25.8% to 28.38% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>MLK will increase the number of African American students scoring proficient or above in math from 26.1% to 26.97% as indicated by the State Accountability Testing System by 2020.</p>	<p>KCWP 1: Design and Deploy Standards                      KCWP 2: Design and Deliver Instruction                      KCWP 6: Establishing Learning Culture and Environment</p>	<p>Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.</p>	<p>Increase Student Engagement response to item(s): 'My teachers challenge me to think' (4.02)</p>	<p>Culture Survey                      Studer Engagement Survey                      Eleot/Walkthrough documentation                      Observations</p>	<p>School-based funds;                      Title I Professional Development                      SIF Grant</p>
		<p><b>Effective Strategies for Struggling Learners Larry Bell</b>                      This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners</p>	<p>Common Assessments                      KPREP                      BAS                      MAP                      F&amp;P                      Classroom assessments                      Decrease in discipline referrals</p>	<p>PLC                      Walkthroughs                      Observations                      Rounding</p>	<p>SIF Grant</p>
		<p>Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school</p>	<p>Increase Parent Engagement response to item: I regularly receive feedback from school staff on how well my child is learning. (3.72)</p>	<p>Faculty Meeting Trainings                      PLC minutes                      Conferences                      Parent Training                      Parent involvement activities                      Parent Engagement Survey</p>	<p>SIG Grant                      School-based funds;                      Title I</p>
<p>Objective 2</p> <p>MLK will increase the number of Students with Disabilities scoring proficient or above in math from 8.7% to 9.4% by 2020</p>	<p>KCWP 1: Design and Deploy Standards                      KCWP 2: Design and Deliver Instruction                      KCWP 6: Establishing Learning Culture and Environment</p>	<p><b>Effective Strategies for Struggling Learners Larry Bell</b>                      This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will be</p>	<p>Common Assessments                      KPREP                      BAS                      MAP                      F&amp;P                      Classroom assessments                      Decrease in discipline referrals</p>	<p>PLC                      Walkthroughs                      Observations                      Rounding</p>	<p>SIF Grant</p>

Goal 3B (State your achievement gap goal.):

**Martin Luther King, Jr. will increase the number of students in the Consolidated Gap Group scoring proficient or above in Math from 25.8% to 28.38% by 2022.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners</p>			
		<p><b>Priority scheduling:</b> Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs)            Increase Co-teaching             Direct instruction             Decrease the number of students being pulled out of the regular classroom for resource time to increase in classroom time             Research based interventions             Create BIPS for student behavior interventions             Monitor students in ISS to ensure students receive IEP minutes</p>	<p>Common Assessments            KPREP            BAS            MAP            F&amp;P            Classroom assessments</p>	<p>Progress Buddy</p>	<p>Special Education and General fund</p>

#### 4: Growth

Goal 4 (State your growth goal.): <b>Martin Luther King Jr. Elementary will increase our growth goal for students scoring proficient or above in Reading and Math from 51.5% to 61.8% by 2022.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Use baseline data to determine: the number of students achieving at least 1 year of reading growth as measured the following: MAP BAS	See Goal 1 - Strategies	See Goal 1 - Measurable Objective 1 - Activities	See Measures of Success Goal 1	See Progress Monitoring Goal 1	See Funding Goal 1
	See Goal 3 - Strategies	See Goal 3 - Measurable Objective 1 - Activities	See Measures of Success Goal 3	See Progress Monitoring Goal 3	See Funding Goal 3
Objective 2 Use baseline data to determine: the number of students achieving at least 1 year of math growth as measured the following: MAP	See Goal 1 - Strategies	See Goal 1 - Measurable Objective 1 - Activities	See Measures of Success Goal 1	See Progress Monitoring Goal 1	See Funding Goal 1
	See Goal 3 - Strategies	See Goal 3 - Measurable Objective 1 - Activities	See Measures of Success Goal 3	See Progress Monitoring Goal 3	See Funding Goal 3

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					



7: Other (Optional)

Goal 7 (State your separate goal.): <b>Martin Luther King, Jr. will increase the culture of the school from 4.07 to 4.22 by 2022.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <b>Martin Luther King, Jr. will increase the culture score of the school from 4.07 to 4.12 by 2020 as indicated by the Studer Employee Engagement Survey.</b>	KCWP 6: Establishing Learning Culture and Environment	<b>Leader Rounding on Staff:</b> Collect vital information, reward and recognize, build relationships, validate key behaviors, build engagement for all stakeholders	Employee Engagement Survey results	Leadership meetings to debrief rounds data Attendance rate School Culture Triage Survey Rounding results	No funding required
		<b>Effective Strategies for Struggling Learners Larry Bell (2.5)</b> This professional learning will provide strategies which can be used immediately to increase student achievement. Staff will receive effective classroom strategies for struggling learners. Staff will be provided with at least 10 characteristics for struggling learners and five essential steps on how to address their needs. There will be strategies presented to engage the unmotivated. There will be follow-up throughout the school year by the administration to ensure implementation of all the Larry Bell initiative strategies for struggling learners	Coaching observations Instructional Rounds data	Walk through Evaluations	SIG Grant
Objective 2					

## 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:

<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>

**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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