

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.

Proficiency in Reading, Mathematics, Social Studies, Science and Writing
Improvement to a high rating for the 2024 Climate and Culture Survey

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 1,2,3,4,5

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	41% P/D Reading 32% P/D Math	-5% Reading -2% Math
State Assessment Results in science, social studies and writing	34% P/D Science 30% P/D Social Studies 32% P/D Writing	+11% Science -16% Social Studies -2% Writing
English Learner Progress	0% Proficiency Attainment	No Change
Quality of School Climate and Safety	Low	No Change
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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 Goal 1 Livingston County Middle School will achieve 70% Proficient/Distinguished in reading and math on the KSA by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 202 LCMS will be at or above 60% proficiency in Reading; at or above 55% proficiency in math.	LCMS faculty and administration will conduct weekly PLC meetings that focus assessments on individual student mastery of Kentucky Learning Standards KCWP 1,2,3,4	Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices will be reviewed to assist in instructional planning.	2023-2024 LCMS will be at or above 60% proficiency in Reading; at or above 55% proficiency in math progress monitoring and diagnostic assessments given in the Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.	Faculty will generate weekly Lead data for review in PLC meetings, assess using STAR Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2023-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.	No funding needed
	LCMS will utilize Math and Reading Support/Enrichment classes that address gap skills and support core instruction	Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional	2023-2024 LCMS will be at or above 60% proficiency in Reading; at or above 55% proficiency in math progress monitoring and diagnostic assessments	Faculty will generate weekly Lead data for review in PLC meetings, assess using STAR Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2023-	No funding needed

Goal 1 Goal 1 Livingston County Middle School will achieve 70% Proficient/Distinguished in reading and math on the KSA by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		practices will be reviewed to assist in instructional planning.	given in the Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.	2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.	
	RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards KCWP 5	PLC Lead data will be collected for each student and analyzed each week to identify areas of learning loss.	2024 KSA Assessment 60% Proficient/Distinguished in Reading and 55% Proficient/Distinguished in math. 2023-2024 progress monitoring and diagnostic assessments given in the Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District	Faculty will generate weekly Lead data for review in PLC meetings, assess using STAR Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2024-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.	No funding needed

Goal 1 Goal 1 Livingston County Middle School will achieve 70% Proficient/Distinguished in reading and math on the KSA by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.		
Objective 2					

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

Goal 2 By 2025, 70% of all students will be proficient in science, social studies, and writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024 LCMS will achieve 46% P/D in Science, 58% P/D in Social Studies, and 54% in Writing	LCMS faculty and administration will conduct weekly PLC meetings that focus assessments on individual student mastery of Kentucky Learning Standards KCWP 1,2,3,4	Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices will be reviewed to assist in instructional planning.	Progress monitoring and diagnostic assessments given in the Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.	Faculty will generate weekly Lead data for review in PLC meetings, assess using STAR Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2024-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.	No Funding Needed
	RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards KCWP 5	PLC Lead data will be collected for each student and analyzed each week to identify areas of learning loss.	Progress monitoring and diagnostic Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks	Faculty will generate weekly Lead data for review in PLC meetings, assess using STAR Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2024-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.	No Funding Needed

Goal 2 By 2025, 70% of all students will be proficient in science, social studies, and writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			incremental progression monitoring starting with baseline and increasing to target.		
Objective 2					

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
Objective 1: By 2024, at or above 60% proficiency in Reading; at or above 55% proficiency in math.	LCMS faculty and administration will conduct weekly PLC meetings that focus assessments on individual student mastery of Kentucky Learning Standards KCWP 1,2,3,4 RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards KCWP 5	Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices will be reviewed to assist in instructional planning.	Progress monitoring and diagnostic Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.	Faculty will generate weekly Lead data for review in PLC meetings, assess using diagnostic Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2023-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.	No funding needed
		PLC Lead data will be collected for each student and analyzed each week to identify areas of learning loss.	Progress monitoring and diagnostic Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District	Faculty will generate weekly Lead data for review in PLC meetings, assess using diagnostic Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2023-2025. Data from all assessments will be placed into individual calculators to	No funding needed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.	analyze for progress toward learning goals.	
	LCMS faculty and administration will conduct weekly PLC meetings that focus assessments on individual student mastery of Kentucky Learning Standards KCWP 1,2,3,4	Progress monitoring, diagnostic, and district common assessments will be given 3 times each year to baseline achievement and monitor progress toward targets.			
		Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices will be reviewed to assist in instructional planning.	Progress monitoring and diagnostic Reading and Math Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.	Faculty will generate weekly Lead data for review in PLC meetings, assess using diagnostic Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2023-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.	No funding needed
RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards KCWP 5	PLC Lead data will be collected for each student and analyzed each week to identify areas of learning loss.	Progress monitoring and diagnostic Reading and Math Fall, Winter, and Spring Benchmarks incremental		No funding needed	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.</p>		
		<p>Progress monitoring, diagnostic, and district common assessments will be given 3 times each year to baseline achievement and monitor progress toward targets.</p>		<p>Faculty will generate weekly Lead data for review in PLC meetings, assess using diagnostic Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2024-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.</p>	
<p>Objective 2 Objective 2: By 2024, at or above 46% proficiency in Science; at or above 58% proficiency in Social Studies; at or above 54% proficiency in Writing.</p>	<p>LCMS faculty and administration will conduct weekly PLC meetings that focus assessments on individual student mastery of Kentucky Learning Standards KCWP 1,2,3,4 RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards KCWP 5</p>	<p>Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices will be reviewed to assist in instructional planning.</p>	<p>Progress monitoring and diagnostic Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks</p>	<p>Faculty will generate weekly Lead data for review in PLC meetings, assess using diagnostic Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2024-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.</p>	<p>No funding needed</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			incremental progression monitoring starting with baseline and increasing to target.		
		PLC Lead data will be collected for each student and analyzed each week to identify areas of learning loss.	Progress monitoring and diagnostic Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.	Faculty will generate weekly Lead data for review in PLC meetings, assess using diagnostic Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2023-2025. Data from all assessments will be placed into individual calculators to analyze for progress toward learning goals.	No funding needed
	LCMS faculty and administration will conduct weekly PLC meetings that focus assessments on individual student mastery of Kentucky Learning Standards KCWP 1,2,3,4	Progress monitoring, diagnostic, and district common assessments will be given 3 times each year to baseline achievement and monitor progress toward targets.			
		Instructors will utilize a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional	Progress monitoring and diagnostic Reading and Math Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to	Faculty will generate weekly Lead data for review in PLC meetings, assess using diagnostic Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2023-2025. Data from all assessments will	No funding needed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		practices will be reviewed to assist in instructional planning.	target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.	be placed into individual calculators to analyze for progress toward learning goals.	
	RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards KCWP 5	PLC Lead data will be collected for each student and analyzed each week to identify areas of learning loss.	Progress monitoring and diagnostic Reading and Math Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target. District Common Assessment Fall, Winter, and Spring Benchmarks incremental progression monitoring starting with baseline and increasing to target.		No funding needed
		Progress monitoring, diagnostic, and district common assessments will be given 3 times each year to baseline achievement and monitor progress toward targets.		Faculty will generate weekly Lead data for review in PLC meetings, assess using diagnostic Reading and Math benchmarks three times a year, CASE reading and math benchmarks three times per year, and the KSA assessment in the spring of 2023-2025. Data from all assessments will be placed into individual calculators to	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				analyze for progress toward learning goals.	
Objective 3					

4: English Learner Progress

Goal 4 By 2025, each EL student will progress at least 2 levels on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024 all EL students will progress by 1 level on the ACCESS assessment.	Within the PLC process, LCMS will increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	No Funding Needed
	Through student programming including CTE and social programming LCMS will establish learning culture and environment conducive to language immersion opportunities for all students.	Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	No Funding Needed
Objective 2					

5: Quality of School Climate and Safety

Goal 5 By May 2025, all schools will have a “high” indicator score as determined by the Accountability Indicator and Overall Cut Scores table.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, all schools will have a “medium” or greater indicator score as determined by the Accountability Indicator and Overall Cut Scores table.	LCMS will implement CTE experiences to connect student learning with careers within the community. LCMS will increase the number of activities that encourage social development.	LCMS will plan and facilitate 15 different CTE trips within the community to explore various local career pathways.	Within the school year every student will have at least 1 opportunity to take a trip.	Throughout the year, teachers and administrators will identify specific groups of students and use student rosters to ensure every student has at least 1 opportunity	No funding needed
		LCMS will facilitate 4 dances throughout the school year	Number of students in attendance with the goal of 100 students at each event.	Student rosters and informal climate survey about the quality of each event	No Funding needed
	LCMS will increase the number reward incentives for students to recognize accomplishments and achievement.	LCMS will facilitate numerous reward trips for Honor Roll, KSA achievement, and high attendance	Number of students who attend each incentive and the number of students who qualify.	Student rosters and climate survey about the quality of each event.	No funding needed
Objective 2					

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>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.</p>

TSI/ATSI Evidence-based Practices

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

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

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

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

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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

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](#). 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](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

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