

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

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

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient or better (combined reading and mathematics) from 30% in 2019 to 50% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient in reading from 31% in 2019 to 36% in 2020.	KCWP5: Design, Align, and Deliver Support Classroom Activities	Professional learning centered around the Fountas & Pinnell Guided Reading Framework and updated reading standards will take place in the form of outside trainers, mentoring by Curriculum Facilitator, and model lessons. Guided Reading will become an addition to the Lucy Calkins Units of Study for Reading. Guided Reading groups will occur during the read-to-self portion of the reading workshop. This will provide more differentiated instruction based on students instructional reading levels.	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Title 1 & 2 Schoolwide, Read to Achieve Fund, Striving Readers Grant
		A new cohort of teachers for each subsequent year of the Striving Readers will receive 75+ hours of professional development (both school, district, and state led) in the areas of literacy (including but not limited to Lucy Calkins, KWP, and Guided Reading).	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Striving Readers Grant Title 1 Schoolwide
	KCWP5: Design, Align, and Deliver Support Classroom Activities	Teachers will meet regularly in PLC's with the school's curriculum facilitator and principal to analyze student performance as well as teaching effectiveness.			
	KCWP2: Design and Deliver Instruction Classroom Activities	Teachers and administrators will develop intensive intervention groups based on 2018-2019 KPREP, MAP, and other assessment data for	Progress Monitoring, MAP/KPREP scores, Classroom Assessment Profiles		Title 1 Schoolwide

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient or better (combined reading and mathematics) from 30% in 2019 to 50% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		grades 3-5. These groups will be designed to fill instructional gaps of individual students in order for them to achieve goals and move to a higher performance level.			
	KCWP2: Design and Deliver Instruction Classroom Activities	Through the RTA grant, K-3 students needing additional supports will be identified based on multiple assessments. These students will receive 2-3 hours weekly of intensive instruction in the area of reading. These students are monitored biweekly using AimsWeb and Letter/Naming Sound fluency exercises.	Student Progress monitoring, MAP scores		Read to Achieve Grant, SBDM
		Teachers and administrative staff will identify students needing additional supports in reading. Small instructional groups of 5-7 students will be developed based on individual needs. The master schedule has been restructured to accommodate more small group instruction and utilize the knowledge and skill of the media specialist. Specifically, in 1 st and 2 nd grades, all students will receive reading intervention in addition to core instruction using Jan Richardson's RISE intervention model.	Student progress, monitoring, KPREP/MAP scores		Title 1 Schoolwide, SBDM, Daytime ESS
	KCWP6 Establishing Learning Culture and Environment Classroom Activities	Throughout the year, Cravens will host a variety of reading activities to engage the whole family. At most	Attendance, Home Surveys		Grant for KY Humanities Council, Family Event

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient or better (combined reading and mathematics) from 30% in 2019 to 50% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		events, all children in attendance including preschool and non-school age children will be given books to add to their home library. 2 nd and 3 rd grade students will be invited to attend 6 weeks of intensive instruction on reading with your student at home through PRIME TIME Reading.			
Objective 2 Increase the percentage of students scoring proficient in math from 29% in 2019 to 34% in 2020.	KCWP2 Design, Align, and Deliver Support Classroom Activities	Professional learning centered around Eureka math will take place regularly. This learning may occur during scheduled faculty meetings or PD days (contracted/additional pay). A group of teachers will also be involved in professional learning with the MAF grant.	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Title 1 Schoolwide, Title 2
		Teachers will meet regularly in PLC's with the school's curriculum facilitator and principal to analyze student performance as well as the effectiveness of teaching practices.	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Title 1 Schoolwide, Title 2
	KCWP2: Design and Deliver Instruction Classroom Activities	Teachers and administrators will develop intensive intervention groups based on 2018-2019 KPPE, MAP and other assessment data for students in grades 3-5. These groups will be designed to fill instructional gaps of individual students in order for them to achieve goal and move to a higher performance level.	Student MAP/KPREP and classroom assessment data		Title 1 Schoolwide, Title 2, Daytime ESS
		Through the MAF grant, K-3 students needing additional support	AimsWeb monitoring		MAF Grant, SBDM

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient or better (combined reading and mathematics) from 30% in 2019 to 50% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will be identified based on multiple assessments. These students will receive 2-3 hours weekly of intensive instruction in the area of mathematics.	Student MAP/KPREP data		
	KCWP6 Establishing Learning Culture and Environment Classroom Activities	Parents will learn fun ways to help their student grow as a mathematician through newsletter tips as well as family fun night events focused on mathematics.	Parent attendance Home Surveys		FRYSC Title 1 Schoolwide
		During Kindergarten jumpstart, parents of incoming K students will be invited to stay and learn ways they can support the learning of their child at home.	Parent attendance Home Surveys		FRYSC Title 1 Schoolwide

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Decrease the percentage of students scoring Novice in On-Demand writing from 59% in 2019 to 30% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the percentage of students scoring novice in On-Demand writing from 59% by 2019 to 50% in 2020.	KCWP5 Design, Align and Deliver Support Classroom Activities	Regular PLC meetings with District Literacy Coach, curriculum facilitator, and principal will address on-demand instruction and procedures. During these meetings, student work will also be analyzed and goals made for individual students.	PLC Meetings/Notes Student Work Analysis KPREP scores		Schoolwide Title 1 Striving Readers Grant
Objective 2					

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the percentage of African American students scoring proficient or better from 24% in 2019 to 40% in reading by 2022 and 19% in 2019 to 30% in math by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of African American students scoring proficient or better from 24% in 2019 to 29% in reading by 2020.	KCWP5: Design, Align, and Deliver Support Classroom Activities	Professional learning centered around the Fountas & Pinnell Guided Reading Framework and updated reading standards will take place in the form of outside trainers, mentoring by Curriculum Facilitator, and model lessons. Guided Reading will become an addition to the Lucy Calkins Units of Study for Reading. Guided Reading groups will occur during the read-to-self portion of the reading workshop. This will provide more differentiated instruction based on students instructional reading levels.	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Title 1 & 2 Schoolwide, Read to Achieve Fund, Striving Readers Grant
		A new cohort of teachers for each subsequent year of the Striving Readers will receive 75+ hours of professional development (both school, district, and state led) in the areas of literacy (including but not limited to Lucy Calkins, KWP, and Guided Reading).	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Striving Readers Grant Title 1 Schoolwide
	KCWP5: Design, Align, and Deliver Support Classroom Activities	Teachers will meet regularly in PLC's with the school's curriculum facilitator and principal to analyze student performance as well as teaching effectiveness.			
	KCWP2: Design and Deliver Instruction Classroom Activities	Teachers and administrators will develop intensive intervention groups based on 2018-2019 KPREP, MAP, and other assessment data for	Progress Monitoring, MAP/KPREP scores, Classroom Assessment Profiles		Title 1 Schoolwide

Goal 3 (State your achievement gap goal.): Increase the percentage of African American students scoring proficient or better from 24% in 2019 to 40% in reading by 2022 and 19% in 2019 to 30% in math by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		grades 3-5. These groups will be designed to fill instructional gaps of individual students in order for them to achieve goals and move to a higher performance level.			
	KCWP2: Design and Deliver Instruction Classroom Activities	Through the RTA grant, K-3 students needing additional supports will be identified based on multiple assessments. These students will receive 2-3 hours weekly of intensive instruction in the area of reading. These students are monitored biweekly using AimsWeb and Letter/Naming Sound fluency exercises.	Student Progress monitoring, MAP scores		Read to Achieve Grant, SBDM
		Teachers and administrative staff will identify students needing additional supports in reading. Small instructional groups of 5-7 students will be developed based on individual needs. The master schedule has been restructured to accommodate more small group instruction and utilize the knowledge and skill of the media specialist. Specifically, in 1 st and 2 nd grades, all students will receive reading intervention in addition to core instruction using Jan Richardson's RISE intervention model.	Student progress, monitoring, KPREP/MAP scores		Title 1 Schoolwide, SBDM, Daytime ESS
Objective 2 Increase the percentage of African American students scoring	KCWP6 Establishing Learning Culture and Environment Classroom Activities	Throughout the year, Cravens will host a variety of reading activities to engage the whole family. At most	Attendance, Home Surveys		Grant for KY Humanities Council, Family Event

Goal 3 (State your achievement gap goal.): Increase the percentage of African American students scoring proficient or better from 24% in 2019 to 40% in reading by 2022 and 19% in 2019 to 30% in math by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>proficient in math from 19% to 24% by 2020.</p>	<p>KCWP2 Design, Align, and Deliver Support Classroom Activities</p>	<p>events, all children in attendance including preschool and non-school age children will be given books to add to their home library. 2nd and 3rd grade students will be invited to attend 6 weeks of intensive instruction on reading with your student at home through PRIME TIME Reading.</p>			
		<p>Professional learning centered around Eureka math will take place regularly. This learning may occur during scheduled faculty meetings or PD days (contracted/additional pay). A group of teachers will also be involved in professional learning with the MAF grant.</p>	<p>PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data</p>		<p>Title 1 Schoolwide, Title 2</p>
	<p>KCWP2: Design and Deliver Instruction Classroom Activities</p>	<p>Teachers will meet regularly in PLC's with the school's curriculum facilitator and principal to analyze student performance as well as the effectiveness of teaching practices.</p>	<p>PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data</p>		<p>Title 1 Schoolwide, Title 2</p>
		<p>Teachers and administrators will develop intensive intervention groups based on 2018-2019 KPPE, MAP and other assessment data for students in grades 3-5. These groups will be designed to fill instructional gaps of individual students in order for them to achieve goal and move to a higher performance level.</p>	<p>Student MAP/KPREP and classroom assessment data</p>		<p>Title 1 Schoolwide, Title 2, Daytime ESS</p>
		<p>Through the MAF grant, K-3 students needing additional support</p>	<p>AimsWeb monitoring</p>		<p>MAF Grant, SBDM</p>

Goal 3 (State your achievement gap goal.): Increase the percentage of African American students scoring proficient or better from 24% in 2019 to 40% in reading by 2022 and 19% in 2019 to 30% in math by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP6 Establishing Learning Culture and Environment Classroom Activities	will be identified based on multiple assessments. These students will receive 2-3 hours weekly of intensive instruction in the area of mathematics.	Student MAP/KPREP data		
		Parents will learn fun ways to help their student grow as a mathematician through newsletter tips as well as family fun night events focused on mathematics.	Parent attendance Home Surveys		FRYSC Title 1 Schoolwide
		During Kindergarten jumpstart, parents of incoming K students will be invited to stay and learn ways they can support the learning of their child at home.	Parent attendance Home Surveys		FRYSC Title 1 Schoolwide

4: Growth

Goal 4 (State your growth goal.): Increase the percentage of students that showed some growth in KPREP from 61% in 2019 to 75% in reading and from 60% in 2019 to 75% in math by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students that showed some growth in KPREP from 61% to 66% in reading by 2020.	KCWP5: Design, Align, and Deliver Support Classroom Activities	Professional learning centered around the Fountas & Pinnell Guided Reading Framework and updated reading standards will take place in the form of outside trainers, mentoring by Curriculum Facilitator, and model lessons. Guided Reading will become an addition to the Lucy Calkins Units of Study for Reading. Guided Reading groups will occur during the read-to-self portion of the reading workshop. This will provide more differentiated instruction based on students instructional reading levels.	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Title 1 & 2 Schoolwide, Read to Achieve Fund, Striving Readers Grant
		A new cohort of teachers for each subsequent year of the Striving Readers will receive 75+ hours of professional development (both school, district, and state led) in the areas of literacy (including but not limited to Lucy Calkins, KWP, and Guided Reading).	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Striving Readers Grant Title 1 Schoolwide
	KCWP5: Design, Align, and Deliver Support Classroom Activities	Teachers will meet regularly in PLC's with the school's curriculum facilitator and principal to analyze student performance as well as teaching effectiveness.			
	KCWP2: Design and Deliver Instruction Classroom Activities	Teachers and administrators will develop intensive intervention groups based on 2018-2019 KPREP, MAP, and other assessment data for	Progress Monitoring, MAP/KPREP scores, Classroom Assessment Profiles		Title 1 Schoolwide

Goal 4 (State your growth goal.): Increase the percentage of students that showed some growth in KPREP from 61% in 2019 to 75% in reading and from 60% in 2019 to 75% in math by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		grades 3-5. These groups will be designed to fill instructional gaps of individual students in order for them to achieve goals and move to a higher performance level.			
	KCWP2: Design and Deliver Instruction Classroom Activities	Through the RTA grant, K-3 students needing additional supports will be identified based on multiple assessments. These students will receive 2-3 hours weekly of intensive instruction in the area of reading. These students are monitored biweekly using AimsWeb and Letter/Naming Sound fluency exercises.	Student Progress monitoring, MAP scores		Read to Achieve Grant, SBDM
		Teachers and administrative staff will identify students needing additional supports in reading. Small instructional groups of 5-7 students will be developed based on individual needs. The master schedule has been restructured to accommodate more small group instruction and utilize the knowledge and skill of the media specialist. Specifically, in 1 st and 2 nd grades, all students will receive reading intervention in addition to core instruction using Jan Richardson’s RISE intervention model.	Student progress, monitoring, KPREP/MAP scores		Title 1 Schoolwide, SBDM, Daytime ESS
Objective 2 Increase the percentage of students that showed some growth in	KCWP6 Establishing Learning Culture and Environment Classroom Activities	Throughout the year, Cravens will host a variety of reading activities to engage the whole family. At most	Attendance, Home Surveys		Grant for KY Humanities Council, Family Event

Goal 4 (State your growth goal.): Increase the percentage of students that showed some growth in KPREP from 61% in 2019 to 75% in reading and from 60% in 2019 to 75% in math by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KPREP from 60% in 2019 to 65% by 2020 in math.	KCWP2 Design, Align, and Deliver Support Classroom Activities	events, all children in attendance including preschool and non-school age children will be given books to add to their home library. 2 nd and 3 rd grade students will be invited to attend 6 weeks of intensive instruction on reading with your student at home through PRIME TIME Reading.			
		Professional learning centered around Eureka math will take place regularly. This learning may occur during scheduled faculty meetings or PD days (contracted/additional pay). A group of teachers will also be involved in professional learning with the MAF grant.	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Title 1 Schoolwide, Title 2
	KCWP2: Design and Deliver Instruction Classroom Activities	Teachers will meet regularly in PLC's with the school's curriculum facilitator and principal to analyze student performance as well as the effectiveness of teaching practices.	PLC Meetings/Notes PD Meetings/Notes Teacher Evaluations Student Data		Title 1 Schoolwide, Title 2
		Teachers and administrators will develop intensive intervention groups based on 2018-2019 KPPE, MAP and other assessment data for students in grades 3-5. These groups will be designed to fill instructional gaps of individual students in order for them to achieve goal and move to a higher performance level.	Student MAP/KPREP and classroom assessment data		Title 1 Schoolwide, Title 2, Daytime ESS
		Through the MAF grant, K-3 students needing additional support	AimsWeb monitoring		MAF Grant, SBDM

Goal 4 (State your growth goal.): Increase the percentage of students that showed some growth in KPREP from 61% in 2019 to 75% in reading and from 60% in 2019 to 75% in math by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP6 Establishing Learning Culture and Environment Classroom Activities	will be identified based on multiple assessments. These students will receive 2-3 hours weekly of intensive instruction in the area of mathematics.	Student MAP/KPREP data		
		Parents will learn fun ways to help their student grow as a mathematician through newsletter tips as well as family fun night events focused on mathematics.	Parent attendance Home Surveys		FRYSC Title 1 Schoolwide
		During Kindergarten jumpstart, parents of incoming K students will be invited to stay and learn ways they can support the learning of their child at home.	Parent attendance Home Surveys		FRYSC Title 1 Schoolwide

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					

Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:
<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>

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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