

# 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. Six</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 <b>measures</b> 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>

	<i>Sigma, Shipley, Baldrige, etc.).</i>				
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### 1: Proficiency Goal

Goal 1 (State your proficiency goal.):

Increase the percentage of students scoring proficient & distinguished on math KPREP from 45.6% in 2018 to 53% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2019-2020 school year, increase the percentage of students scoring proficient or better in math on KPREP from 45.6% in 2019 to 48.1% in 2020.	KWCP 1 KWCP 2	All teachers (grades K-5) will regularly utilize Module overviews, topic overviews, and thorough planning process for all ENY math modules.	-% of students scoring on grade level based on End of Module Assessments -% of students scoring 50%ile or above on Math MAP scores	-Topic Quiz Scores -Mid Module Assessments	No funding
	KWCP 1 KWCP 2	Grades 2-5 will participate in ½ day PD session 4X per year to conduct review of module overviews in order to clarify instructional outcomes, plan prioritized instruction, plan intervention methods, and plan for formative assessment.	-% of students scoring on grade level based on End of Module Assessments -% of students scoring 50%ile or above on Math MAP scores	-Teachers ability to identify the problem set items to serve as formative assessment and articulate the overall outcomes of topics and modules	No funding

			Spring 2020 KPREP	- Teacher evidence of coherence among topics evidenced by planning and reflection document	
	KWCP 1 KWCP 4	Grades 2-5 will participate in ½ day PD session 4X per year to analyze mid-module assessment results in order to plan responsive instruction/intervention and adjust pacing guide as needed.	-% of students scoring on grade level based on End of Module Assessments -% of students scoring 50%ile or above on Math MAP scores	-Evidence of responsive instruction in teachers planning and reflection document turned in weekly and documented adjustments to pacing guides -Curriculum Facilitator (CF) documentation of responsive instruction discussions during weekly team meetings	No funding
			Spring 2020 KPREP		
	KWCP 2	All teachers will clearly communicate learning objective to students for each ENY math lesson; this will be done by posting the objective in writing for students, verbally connecting the objective to instructional activities throughout the lesson, and revisiting learning objective during the lesson debrief portion of the lesson.	-Students will be able to communicate the lesson objective as evidenced through observation.	-Walk through tool to focus on identifying if objectives are posted and being utilized during instruction and revisited during debrief.	No funding

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):  
 Foust will increase the percentage of students scoring proficient or higher in separate academic indicator subject areas (science, social studies, and writing) in accordance with the long term goal expectations of KDE (increasing percentage incrementally so that the percentage of students scoring proficient or higher by 50% by the year 2030.)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Writing: Increase the percentage of students scoring proficient or higher on Writing KPREP from 25.4% in 2019 to 28.8% in 2020.	KWCP 1	Classroom teachers will implement the explicit instruction portion of their writing programs/plans for their grade level for a minimum of 30 minutes per day; additional writing time (independent writing, conferring, etc.) will also occur daily.	-teacher records of time devoted to explicit writing instruction each day/week.	- meetings 2X per month with curriculum facilitator will review writing instruction results.	Title 2 Curriculum Facilitator salary
		All P2 teachers will administer the AIMSweb Written Expression probes to their classes every 2 weeks; results will be quantified and analyzed every two weeks.	-data collection; teachers will quantify and record individual students' writing scores every two weeks & compile results in 3 percentile categories (below 10th, between 10th-50th, above 50th) Percentage of students performing above the 50th percentile should steadily increase throughout the school year.	-weekly meetings with curriculum facilitator will review AW probe data	Title 2 Curriculum Facilitator salary
	KWCP 3	5th students will participate in trial On-Demand writing situations 6 times per semester beginning in Spring 2020; students will self-assess and will receive individual quantitative & qualitative feedback on their performance from teacher.	-student data collection -percentage of students scoring proficient or distinguished	Curriculum facilitator will meet with 5th grade team prior to and following administration of each On-Demand task to clarify task & scoring criteria.  Administrative team will meet to review results of	No funding

			-Spring 2020 KREP writing data		
	KWCP 3	Curriculum delivery of opinion writing units at at grades K-4 will be calibrated toward supporting students in attaining minimum expectations for idea development & writing production by the end of the school year 2021 (reference Abell & Atherton plan 1.2/1.4/2.6/3.8)  Beginning Fall 2020	-% of students meeting the expectations for 1.2/1.4/2.6/3.8 based on independent writing prompts given in the Spring.	- K/1 Teachers will track writing progress by utilizing the writing developmental tracking sheet 4 x per year. - Students independent writing samples will be analyzed by teachers along with the CF 4 x per year	No funding
Objective 2: Social Studies: Increase the percentage of students scoring proficient or higher on Social Studies KPREP from 31.7% in 2019 to 34.8% in 2020.	KWCP 1 KWCP 2	Ensure regularly-scheduled curriculum meetings to review the alignment between Social Studies standards, big ideas, and learner outcomes in weekly Social Studies lesson plans	Teacher lesson plans that demonstrate congruence between standards, essential questions (Big Ideas), direct instruction, student activities and assessments.	Social Studies lesson plans turned in weekly to Principal and curriculum facilitator	Title 2 Curriculum Facilitator salary
		Ensure monitoring measures are in place to support high fidelity in teaching of Social Studies to the standards by formal and informal observations with Principal and Curriculum Facilitator.	Documentation of feedback from Curriculum Facilitator and Principal about the congruence of lesson plans and delivery of instruction.	Weekly planning meeting with curriculum facilitator focus will be feedback on lesson planning and congruence between lesson plan and lesson delivery	Title 2 Curriculum Facilitator salary
	KWCP 1	All staff, including 5th grade social studies teacher(s), will participate in a ½ day PD session and at least 2 staff meeting PD sessions to analyze new social studies standards and develop vertical coherence plan for grades K-4 to ensure alignment of rigor & content leading up to 5th grade.	Development of a written vertical coherence plan will serve as the measure of success.	Documentation of PD sessions.	Title I - PD Stipends if necessary

	KWCP 1 KWCP 3 KWCP 4	Ensure that 5th grade social studies assessment mechanisms are fully aligned with rigor of state standards and accountability assessment expectations through collaborative assessment development practices. Monitor congruency between classroom grading practices and rigorous achievement expectations.	-% of students scoring on grade level based on assessments.  Spring 2020 KPREP data	-CF will meet with 5th grade SS teacher weekly to assist in the development and analysis of assessments against the rigor of the standards.  -5th grade social studies teacher(s) will compile social studies assessment data on shared Google Doc at least 2X per month.	Title 2 Curriculum Facilitator salary
Objective 3: Science : Increase the percentage of students scoring proficient or higher on Science KPREP from 38.7% in 2019 to 41.5% in 2020.	KWCP 1 KWCP 3 KWCP 4	Ensure that 4th grade science assessment mechanisms are fully aligned with rigor of state standards and accountability assessment expectations through collaborative assessment development practices. Monitor congruency between classroom grading practices and rigorous achievement expectations.	-% of students scoring on grade level based on assessments.  Spring 2020 KREP data	-CF will meet with 4th grade science teacher and science specials teacher weekly to assist in the development and analysis of assessments against the rigor of the standards.  -4th grade science teacher(s) and Science Special areas teacher will compile science assessment data on shared Google Doc at least 2X per month.	Title 2 Curriculum Facilitator salary



### 3: Achievement Gap

Goal 3 (State your achievement gap goal.):

During the 2019-2020 and 2020-2021 school years, increase the percentage of gap students scoring proficient or higher in math. In the category of African American increase percentage scoring proficient or higher in math from 31.4% in 2019 to 50% by KPREP 2021. Increase the percentage of students with disabilities scoring proficient or better in math from 26.2% in 2019 to 50% by KPREP 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Math - Increase the percentage of students in the African American category scoring Proficient/Distinguished in math from 31.4% in 2019 to 40% on KPREP 2020.	KWCP 2	Create and monitor a watch list for students performing in the apprentice range in order to support progress toward proficiency; Teachers will update data weekly and analyze trends and patterns in order to evaluate support plans.	Evidence of progress and positive trends on Target Student data tracking; meeting notes from responsive instruction.  Spring 2020 KPREP data	CF will meet with 3-5 math teachers regularly (at least 1X per month) to discuss individual students' performance.	No funding
	KWCP 2	Provide support for paraeducators & teachers for providing Tier 2 interventions.	Documentation of a variety of quality Tier 2 interventions & intervention delivery personnel on students' individual intervention plans in IC.  Creation of a "menu" of Tier 2 math intervention options.	Administrative Intern and Curriculum Facilitator will meet with paraeducators providing math interventions 1X per month.  IST/CST meets weekly to review intervention plans and data for Tier 2 students.	No funding
		Consistently provide students with on-level Tier 2 interventions	All students in Tier 2 will have on-level interventions in math in addition to off-level interventions if needed; as reflected on IC intervention plans	IST/CST meets weekly to review intervention plans and data for Tier 2 students.  Curriculum Facilitator meets with teachers of math at least 2X per month; classroom teachers should use this opportunity to express needs	No funding

				and questions related to Tier 2 intervention development/delivery.	
	KWCP - 2	Classroom Teachers & SST members will ensure that parents are made aware of "Target Students" progress at frequent intervals (at least 2X per quarter)	Each student on the AA/Math Target list will	Divide the list of math Target students among SST members. SST meets weekly. SST members will create individual documentation of parent contacts & teacher communication.	No funding
		SST Meetings weekly to discuss students on "target list" – ensure proper non-academic support factors (food, afterschool care, supportive adult, etc.)	Documentation of SST meetings and notations of support provided.	SST members will create individual documentation of parent contacts & teacher communication.	Title I funding for school-based mental health support personnel. State funding for school-based mental health support personnel (including FRYSC)
	KWCP 2	Extended School Day Opportunities will be offered to students on the AA Target list for math during Spring 2020 and Fall 2020.	Records of attendance for ESS for target students in grades 3-5 (math); A measure of success would be that 60% of students on the target list attended 75% of ESS sessions offered.	Curriculum Facilitator/ESS coordinator and Administrative Intern/Enrichment Coordinator will determine ESS groups and track attendance.	ESS - salary for coordinator and instructional staff  Enrichment Local Funds for instructional staff.
Objective 2 Math - Increase the percentage of students in the Disability category scoring Proficient/Distinguished in math from 26.2% in 2019 to 38% on KPREP 2020.	KWCP 2	IEP Goals will reflect congruence with classroom-based curriculum goals.	IEP goals developed between January 2020 and December 2020 that show congruency to grade level content & expectations rather addressing only discrete skills will be an indicator of success on this activity.	One release day will be scheduled in February 2020 to review IEP objectives; Summer PD day will also provide an opportunity for review of IEP objectives. Principal, Curriculum Facilitator, and Administrative Intern will continually support special education teachers in the development of IEP goals.	Title I - stipend for summer PD day if needed.

				CF will meet with special education teachers 1X per month to support IEP objectives and data collection for students with IEP goals for math.	
	KWCP 2	Create and monitor a watch list for students performing in the apprentice range in order to support progress toward proficiency; Teachers will update data weekly and analyze trends and patterns in order to evaluate support plans.	Evidence of progress and positive trends on Target Student data tracking; meeting notes from responsive instruction.  Spring 2020 KPREP	CF will meet with special education teachers & general education teachers of 3-5 math teachers regularly (at least 1X per month) to discuss individual performance of students with disabilities.	Title 2 - Curriculum Facilitator salary
	KWCP 2	Extended School Day Opportunities will be offered to students on the Disability Target List for math during Spring 2020 and Fall 2020.	Records of attendance for ESS for target students in grades 3-5 (math); A measure of success would be that 60% of students on the target list attended 75% of ESS sessions offered.	Curriculum Facilitator/ESS coordinator and Administrative Intern/Enrichment Coordinator will determine ESS groups and track attendance.	ESS - salary for coordinator and instructional staff  Enrichment Local Funds for instructional staff.

#### 4: Growth

Goal 4 (State your growth goal.): Increase the percentage of students that make accelerative progress on Math MAP from Fall to Spring as measured by an increased percentile ranking between Fall and Spring testing administrations in Spring 2019 and Spring 2020. 60% of students at all grade levels 1-5 scoring below the 50th percentile on Fall 2019 Math MAP will exceed MAP projected growth on Spring 2020 Math MAP (above 50th Conditional Growth Percentile).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 60% of students at all grade levels 1-5 scoring below the 50th percentile on Fall 2019 Math MAP will exceed MAP projected growth on Spring 2020 Math MAP	KCWP 4	Use classroom assessments to inform teachers' instructional decisions; use summative evidence to inform what comes next for individual students and groups of students; evaluate the quality of test items, test tasks, & scoring rubrics.	-Evidence of accelerative growth on MAP in Spring 2020 (analysis of students that fall in the low achievement/high growth quadrant)  -evidence of modifications to test items and responsive instructional practices	-Curriculum Facilitator will meet with teachers at least 2X per month	Title 2 - Curriculum Facilitator Salary
		Ensure that all communication regarding assessment and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Regularly analyze and compare scores on a variety of assessment types (MAP scores, MAP KPREP projections, Topic Quizzes, problem set scores, etc.) and ensure that communication of all performance results is clear to parents, students, and related service providers (interventionists, special education teachers, etc.)	-documentation of communication with parents.  -grading records  -MAP data	-Curriculum Facilitator will meet with teachers at least 2X per month	Title 2 - Curriculum Facilitator Salary
	KWCP 2	Students in grades 2-5 that score between the 25th and 50th percentiles with classroom performance-based indications that they are not making accelerative progress will be offered ESS for math.	Attendance records from ESS Sessions; A positive measure of success would be that at least 50% of students in grades 2-5 with Winter MAP	ESS Coordinator will monitor ESS referrals & attendance; ESS Coordinator will enlist assistance of FRC director and/or home-school coordinator if there are concerns with a student's participate in ESS opportunities.	ESS - afterschool funding & ESS coordinator

			scores between 25th-50th percentiles attended ESS regularly.		

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): Support transition readiness for P2 students to meet P3 state accountability standards which will result in an increased percentage of students scoring proficient or higher on P3 math K-PREP from 35% in 2019 to 45% in 2020 and 50% in 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>At least 60% of students in grade 2 will perform above the 60th percentile on Spring 2020 math MAP.</p> <p>At least 45% of P3 students will score proficient on P3 KPREP in 2020.</p>	<p>KWCP 2</p> <p>KWCP 4</p>	<p>P2 &amp; P3 Teachers will collaboratively develop a math assessment congruent with ENY program and aligned with KCAS standards to determine readiness for P3 math curriculum ; administer assessment in May 2020, February 2021 and May 2021</p>	<p>-work product will be the measure of success (assessment for P3 readiness)</p> <p>-analysis of Spring 2020 readiness assessment compared to Spring 2020 &amp; Fall 2020 MAP scores will provide additional information regarding the effectiveness of the assessment tool.</p>	<p>Curriculum facilitator will work with P2 &amp; P3 teams throughout spring semester &amp; summer to plan for work sessions and lead work sessions.</p>	<p>Release time spring 2020 to develop - Title I will be used to pay for substitutes.</p> <p>PD time in Summer 2020 to revise &amp; refine assessment - Title I funding for stipends.</p> <p>Title 2 - Curriculum Facilitator salary</p>
		<p>Collaboratively analyze results of P2 assessment in March &amp; June/July to make curriculum pacing &amp; content determinations.</p>	<p>-quantified analysis of assessment results</p> <p>-evidence of adjustments to pacing &amp; content</p>	<p>Classroom teachers and curriculum facilitator will convene in March &amp; June/July</p>	<p>No funding</p>
	<p>KWCP 1</p> <p>KWCP 2</p>	<p>P2 Teachers will participate in full day PD session prior to implementation of Modules 3 &amp; 4 in order to conduct review of module overviews in order to clarify instructional outcomes, plan prioritized instruction, plan intervention methods, and plan for formative assessment.</p>	<p>-Agenda and documentation reflecting the work products and professional learning from full day sessions</p> <p>-documentation of intervention methods and assessment development</p>	<p>Curriculum facilitator will lead full day PD sessions.</p>	<p>Title 1 - substitute cost for release time.</p>

			-prioritized instructional plans & modifications to pacing calendars.		
	KWCP 2	CF and P3 math teacher will work collaboratively throughout the Spring 2020 semester to make curriculum delivery determinations regarding the pacing & content prioritization of P3 math for the Spring 2020 semester in order to address the Tier 2 needs at that grade level.	-prioritized instructional plans & modifications to pacing calendars.  -documentation of Tier 2 intervention supports  -Spring 2020 MAP data	CF will meet with P3 math teacher(s) weekly.	No funding

## 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.): Kindergarten Literacy Transition Goal: Data analysis suggests that Kindergarten students need to exit Kindergarten at a BAS level 6E in order to meet end-year P1 reading benchmarks; Increase percentage of Kindergarten students scoring at BAS 6E or higher from 47% in Spring 2019 to 55% in Spring 2020.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 Increase percentage of Kindergarten students scoring at BAS 6E or higher from 47% in Spring 2019 to 55% in Spring 2020.	KWCP 4	Administrative Intern and classroom teachers will collaboratively identify students that are on and not on track for meeting the new reading benchmark based on current assessment data.	Student progression through reading levels as measured by Foutnas & Pinnell guidelines for levels. Rate of growth will be compared to students' accelerated growth plans developed by the teachers.	Classroom running records & conferring notes based on the developmental reading behaviors at each reading level will be used and discussed at bi-monthly meetings between administrative intern & classroom teachers to monitor progress of target students. Annual growth will be assessed in May 2020.	No funding	
		Administrative Intern and classroom teachers will meet bi-monthly to monitor progress of target students and plan responsive instruction based on their progress.				
	KWCP 3	Standardized data tracking form will document students' current levels compared to grade level benchmarks and expectations for yearly BAS growth. Team will use this information to identify a target list of students that could meet benchmarks with an accelerative growth plan.		Classroom running records & conferring notes based on the developmental reading behaviors at each reading level will be used and discussed at bi-monthly meetings between administrative intern & classroom teachers to monitor progress of target students. Annual growth will be assessed in May 2020.	No funding	
			BAS data			
	KWCP 3		Kindergarten teachers will inform parents of their students' current reading levels along with materials explaining how parents can support students reading at their current level and strategies for supporting their movement to next reading levels.	Documentation of reports to parents.	Administrative intern will meet weekly with Kindergarten team and will work with them to develop tools for communicating frequently & consistently with parents and for documenting this communication.	No funding
				Development of a standard reporting form (work product)		

## 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
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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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