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

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: By September 2026, ECMS will have 80 % of students scoring proficient in Reading and 70% of students scoring proficient in Mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective 1: By 2024, 60% of ECMS students will score proficient or higher in Reading. ECMS will increase the percentage of all students scoring proficient in Reading each year to have 70% scoring proficient by 2025.
 	
Yearly Reading Proficiency Targets
    2024=60%
    2025=70%
    2026=80%
    2027=90%
 	
Objective 2: By 2024, 50% of ECMS students will score proficient or higher in mathematics. ECMS will increase the percentage of all students scoring proficient in Mathematics each year to have 60% scoring proficient by 2025
	KCWP 1: Design and Deploy Standards All teachers will engage in professional learning to increase knowledge and implementation of standards-aligned instruction and assessment.	Activity – Professional Learning Networks. All content teachers will participate in district-facilitated "content clubs" that will be focused on increasing teacher knowledge of standards and capacity to align instruction and assessment to content standards.	Teacher QR Scans Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan	RLIS Title I Title IV

		Activity-School PLCs. All teachers will participate in weekly school PLCs which will focus on standards-aligned instruction including utilizing the Assignment Review Protocol to determine if lessons and student work are aligned to standards	PLC Sign In Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan	
		Activity-District PLCs. All teachers will participate in monthly PLCs to focus on district-wide standards-aligned instruction, curriculum alignment, assessment development and data analysis for continuous improvement.	PLC Agenda with participants listed	30-60-90 day plan and administrative observations of PLCs	Title I
	KCWP2: Design and Deliver Instruction All teachers will provide instruction through Explicit Instruction, the district's Instructional delivery model.	Activity-Evidence-based instructional strategies. All lesson plans will be developed to include high-yield, evidence-based instructional strategies appropriate for grade, content and standard(s).	Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan	

Goal 1: By September 2026, ECMS will have 80 % of students scoring proficient in Reading and 70% of students scoring proficient in Mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Yearly Mathematics Proficiency Targets 2024=50% 2025=60% 2026=70% 2027=80%		Activity-Explicit Instruction. Teachers will be trained in and will develop lesson plans aligned to the direct, explicit instruction model	Lesson Plans Walkthroughs Student Work	30-60-90 Day Plan	
		Activity-Deliberately Planning Questions. All teachers will receive training to deliberately plan questions that are aligned to standards, embedded in instruction, and will be used to formatively assess student learning.	Training documentation Lesson plans with planned questions	30-60-90 day plans Lesson Plans Planned Questions	
	KCWP 3: Design and Deliver Assessment Literacy	Activity-Learning Targets. All teachers will receive training and will develop clear learning targets that are shared with students in meaningful ways during instruction.	Implementation of Learning Lesson Plans Walkthroughs Learning Targets	30-60-90 Day Plan	RLIS Title 1 Title IV
		Activity-Formative Assessment. All teachers will be trained in formative assessment purpose and strategies and will develop formative assessment aligned to standards.	Implementation of Learning Lesson Plans Walkthroughs Formative Assessments Student Work	30-60-90 Day Plan	RLIS Title 1 Title IV

Goal 1: By September 2026, ECMS will have 80 % of students scoring proficient in Reading and 70% of students scoring proficient in Mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: By May 2025, all ECMS PLCS will continue to implement a school-wide system of data review, analysis and application that utilizes formative, summative, benchmark and interim assessment data to determine priorities for student achievement.	KCWP 4: Review, Analyze and Apply Data	Activity-Universal Screener. All teachers will utilize iReady interim benchmark assessment as a universal screener for reading (including informational reading) and mathematics and utilize the data for instructional decision making.	IReady data Data displays Lesson plans Observations Walkthroughs PLCs Teacher conferencing	30-60-90 day plans iReady assessment windows	RLIS Title I Title IV
		Activity-formative assessment data analysis. All teachers will develop and implement formative assessment aligned to content standards in their classroom and utilize formative assessment data for instructional decision making at a classroom, small group and individual student level to individually name and claim students for targeted interventions and continuous improvement.	iReady data Data displays Lesson plans Observations Walkthroughs PLCs Student data Teacher conferencing	30-60-90 day plans Student data iReady assessment windows	Title I
		Activity-Data analysis for continuous improvement. PLCs and faculty meetings will intentionally include data reflections focused on individual students (by name) to target students for interventions, differentiation, and other support.	iReady data Data displays Lesson plans Observations Walkthroughs PLCs Student data Teacher conferencing	30-60-90 day plans Student data iReady assessment windows	N/A

2: State Assessment Results in science, social studies and writing

Goal 2: By September 2026, ECMS will have 70% scoring proficient in Science, ECMS will have 65% scoring proficient in Social Studies, and 85% students scoring proficient in Writing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By 2024, ECMS will increase the percentage of all students scoring proficient in Science according to table below Yearly Reading Proficiency Targets 2024=60% 2025=65% 2026=70% 2027=75%	KCWP 1: Design and Deploy Standards All teachers will engage in professional learning to increase knowledge and implementation of standards-aligned instruction and assessment.	Activity – Professional Learning Academies. All teachers will participate in district-facilitated Academies once a month that will be focused on increasing teacher knowledge and capacity to align instruction and assessment to content standards.	Teacher QR Scans Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan October 2022 Academy	RLIS Title 1 Title IV
		Activity-PLCs. All teachers will participate in weekly PLCs which will focus on standards-aligned instruction including utilizing the Assignment Review Protocol to determine if lessons and student work are aligned to standards	PLC Sign In Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan PLC protocols and minutes/notes Assignment review protocols Revised Lessons	
Objective 2 By 2024, ECMS will increase the percentage of all students scoring proficient in Social Studies according to table below Yearly Mathematics Proficiency Targets 2024=55% 2025=60% 2026=65% 2027=70%	KCWP2: Design and Deliver Instruction All teachers will provide instruction through Explicit Instruction, the district's Instructional delivery model.	Activity-Evidence-based Instructional Strategies. All lesson plans will be developed to include high-yield, evidence-based instructional strategies appropriate for grade, content and standard(s)	Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan Lesson Plans Observations of instruction	
		Activity-Explicit, direct instruction. Teachers will develop lesson plans aligned to the direct, explicit instruction model	Lesson Plans PLC review of Lesson Plans Walkthroughs Student Work	30-60-90 Day Plan Lesson Plans Observation of instruction	

	KCWP 3: Design and Deliver Assessment Literacy	Activity-Aligned learning targets and formative assessment. All teachers will receive training and will develop clear learning targets and formative assessments that are congruent with grade level and content standards and are shared with students in meaningful ways during instruction.	Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan Lesson Plans Observation of Instruction	RLIS Title 1 Title IV
Objective 3 By 2024, ECMS will increase the percentage of all students scoring proficient in Writing according to table below Yearly Writing Proficiency Targets 2024=75% 2025=80% 2026=85% 2027=90%	KCWP 1: Design and Deploy Standards All teachers will engage in professional learning to increase knowledge and implementation of standards-aligned instruction and assessment.	Activity – Professional Learning Content Networks/clubs. All content teachers will participate in district-facilitated content networks/clubs that will be focused on increasing teacher knowledge and capacity to align instruction and assessment to content standards.	Teacher QR Scans Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan District records of participation	RLIS Title 1 Title IV
		Activity-PLCs. All teachers will participate in weekly PLCs which will focus on standards-aligned instruction including utilizing the Assignment Review Protocol to determine if lessons and student work are aligned to standards	PLC Sign In Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan	
	KCWP2: Design and Deliver Instruction All teachers will provide instruction through Explicit Instruction, the district's Instructional delivery model.	Activity-All lesson plans will be developed to include high-yield, evidence-based instructional strategies appropriate for grade, content and standard(s)	Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan	
		Activity-Teachers will develop lesson plans aligned to the direct, explicit instruction model	Lesson Plans Walkthroughs Student Work	30-60-90 Day Plan	

	KCWP 3: Design and Deliver Assessment Literacy	Activity-All teachers will receive training and will develop clear learning targets and formative assessments that are shared with students in meaningful ways during instruction.	Implementation of Learning Lesson Plans Walkthroughs	30-60-90 Day Plan	Title 1 ESSER

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 ECMS will reduce the percentage of students with disabilities scoring novice in reading by 50% and increase the percentage scoring proficient by 10% in 2023-2024.	KCWP 1: Design and Deploy Standards Regular Education and Special Education Teachers will collaborate to deepen knowledge, understanding and expertise of grade and content level standards.	Activity-All teachers, including special education will be trained in PLCs and district academies in KAS for Reading (Breaking Down a Standard, Assignment Review Protocol, designing standards-aligned instruction and assessment) and will utilize this learning in instructional and assessment design.	Teacher QR Scan Lesson Plans Teacher-developed or aligned assessments -Student work	30-60-90 Day Plan District Monitoring	RLIS Title I Title IV
		Activity-Special Education teachers will participate in grade and content specific PLCs on a monthly basis to collaborate with regular education on standards-	-Collaboratively designed instructional plans -Observation of co-planning during PLCs	30-60-90 Day Plan District Monitoring	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		aligned, specially-designed instruction.	-Observation of lessons that were collaboratively designed by regular and special education teachers		
	KCWP 2: Design and Deliver Instruction	Activity-All teachers will be trained in Specially Designed Instruction for Reading and Adolescent Literacy Strategies and will implement Specially Designed Instruction in lessons and assessments.	Teacher QR Scans Lesson plans that reflect specially designed instruction Observation of Specially Designed Instruction -Student Work -Student data	30-60-90 Day Plan District Monitoring	RLIS Title I Title IV Title I
		Activity-Explicit Instruction- Special Education Students will continue to receive targeted Tier I instruction aligned to grade level content standards utilizing evidence-based, high-yield instructional strategies.	-Lesson Plans -Observations -Student Work	30-60-90 Day Plan District Monitoring	
	KCWP 5: Design, align, Deliver Support Processes	Activity-Student reading data (iReady, diagnostic, formative assessment, attendance, behavior, etc.) will be monitored regularly and utilized to implement a school-wide MTSS system of academic and behavioral supports	-School MTSS meeting agendas -MTSS documentation -Observations -Student data	30-60-90 Day Plan District Monitoring	
Objective 2 ECMS will reduce the percentage of students with disabilities scoring novice in mathematics by 50% and	KCWP 1: Design and Deploy Standards Regular Education and Special Education Teachers	Activity-All teachers, including special education will be trained in PLCS and district academies in KAS for Mathematics (Breaking Down a Standard, Assignment	-Sign in Scans -Agendas -Teacher Lesson Plans -Student work	30-60-90 Day Plan District Monitoring	RLIS Title I Title IV

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
increase the percentage scoring proficient by 10% in 2023-2024.	will collaborate to deepen knowledge, understanding and expertise of grade and content level standards.	Review Protocol, designing standards-aligned instruction and assessment)			
		Activity-Special Education teachers will participate in grade and content specific PLCs on a monthly basis to collaborate with regular education on standards-aligned instruction	-Sign in Scans -Agendas -Teacher Lesson Plans -Student work	30-60-90 Day Plan District Monitoring	
	KCWP 2: Design and Deliver Instruction	Activity-All teachers will be trained in Specially Designed Instruction for mathematics by September 2024 and will utilize Specially Designed Instruction in daily instruction	-Sign in Scans -Agendas -Teacher Lesson Plans -Student work -Observations	30-60-90 Day Plan District Monitoring	RLIS Title I Title IV
	KCWP 5: Design, align, Deliver Support Processes	Activity-Student math data (iReady, diagnostic, formative assessment, attendance, behavior, etc.) will be monitored regularly and utilized to implement a school-wide MTSS system of academic and behavioral supports	-School MTSS meeting agendas -MTSS documentation -Observations -Student data	30-60-90 Day Plan District Monitoring	
	KCWP 2: Design and Deliver Instruction	Activity-All teachers will be trained in specific strategies for teaching students of poverty in reading and mathematics.	-Sign in Scans -Agendas -Teacher Lesson Plans -Student work -Observations	30-60-90 Day Plan District Monitoring	RLIS Title I Title IV
	KCWP 5: Design, align, Deliver Support Processes	Activity-MTSS system with supports for SEL will be implemented and utilized with students who have been identified as needing interventions	-MTSS records	30-60-90 day plans	

5: Quality of School Climate and Safety

Goal 5: By May 2024, the district quality of school climate and safety score will reach 85.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2024, East Carter Middle School will have a quality of school climate and safety score of 85 or higher with a 5% increase or more each year 2024-85% 2025-90% 2026-95% 2027-100%	**KCWP 6: Establishing Learning Culture and Environment** The district will support schools as they create caring, nurturing, and safe learning environments in which opportunities for student success are being optimized.	Activity-The district will purchase and implement an SEL curriculum for students.	Sample curriculum Student work	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP
		Activity-PBIS will be implemented at all district schools.	IC data	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		Activity-District parent events will be held quarterly.	Sign in sheets Social media Other evidence	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I
		Activity-Title I parent engagement funds will be allocated to support school parent engagement events and activities.	GMAP/MUNIS budget and expenditures Photos, etc.	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I
		Activity-Professional learning sessions will be offered at opening conference to help teachers enhance learning culture and environment.	Agenda/Program Attendance/Sign ins	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA

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:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response: The district instructional team will provide regular support to the principals of the school through weekly coaching, principal PLCs, calibration walkthroughs with the principal, collaborative data analysis, and continued capacity building of the school leadership team to use data to make instructional decisions, conduct classroom walkthroughs and observations to collect relevant evidence and data of standards-aligned instruction and impact on student outcomes, and professional learning and support to provide meaningful feedback that impacts professional practice and student outcomes. Support will also include district -led professional learning academies focused on CSIP goals, support for school-led PLCs focused on CSIP goals, and support for the principal and the leadership team on identified professional growth goals.**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response: School teams with participation from district leadership will engage in shared data analysis and systematic needs assessments to analyze learner needs (using all data sources including interim benchmark data, KSA data, IC data, perception data, demographic data, process data, program data, trend data) and adjust the allocation and management of human, material, digital and fiscal resources to ensure equity for learning. We will ensure adjustments to resource allocation are consistently based on current data.**
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: Classroom observations, empathy interviews and shadowing students throughout a school day will allow teachers and administrators to see how learning experiences are structured for students and provide qualitative data for program improvement for students with disabilities.**
Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

Data triangulation with KSA, iReady, and classroom data are analyzed to determine the causes of underperformance of students with disabilities. A district/school team is assembled to analyze other sources of data including perception data, IC data, and instructional resources being used not only with students with disabilities but with all students to determine where gaps in instruction were occurring. The school/district leadership met with two of our regional cooperatives to discuss our data and potential root causes for our underperformance and gaps with students of disabilities. We also analyzed our professional learning plans and determined we have had a gap in providing professional learning in specially designed instruction, training in Supplementary Aids and Services and training in co-teaching strategies which are all integral for success with students with disabilities. We also know that this year (2023-2024) we have an emphasis on teacher professional learning on the Kentucky Academic Standards, improved and planned questioning, and formative assessment. Our needs assessment data indicated to us that our teachers both wanted and needed more in-depth training in their content standards. We have not always included our special education teachers in all professional learning as they have engaged in special education –specific training. With the release of KSA data, however, we will make a concerted effort to include special education teachers in this KAS professional learning as it is critical that they also have an in-depth understanding of their grade level, content standards. To summarize this needs assessment identified the following needs:

-Teacher professional learning in Kentucky Academic Standards (including Breaking Down a Standard, Assignment Review Protocol, Depth of Knowledge)

-Ongoing teacher professional learning in Explicit Instruction

-Ongoing teacher professional learning in questioning, discussion and total participation techniques

-Teacher professional learning in Specially Designed Instruction and Supplementary Aids and Services

-Principal professional learning and coaching in observing/providing evidence-based feedback for standards-aligned instruction

Our district MTSS procedures have been revised and teachers need ongoing training in these procedures. This will be supported at the district level as noted in the CSIP and below

-District support in continuous improvement of school MTSS system (training for school MTSS team, monitoring MTSS processes, reviewing existing procedures/forms, observing lessons and interventions and providing feedback for improvement).

Training in analyzing data for continuous improvement and adolescent literacy strategies will be conducted.

A personalized professional learning approach will continue to be implemented to target the personalized professional growth needs of teachers. Observations, self-reflections, surveys, and analysis of data provides information regarding the needs of staff are analyzed and a LIVE professional learning calendar is developed that teachers and administrators can utilize to select appropriate professional learning. Principal will approve professional learning plans of each staff person to ensure professional learning needs are being met.

Principal will participate in ongoing District Principal PLCs that provide professional learning to principal in need areas identified through needs assessments.

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.

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 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 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.	☒
Provide teacher (general education and special education teachers) professional learning to increase teacher knowledge and expertise in Kentucky Academic Standards.	Kentucky Department of Education Model Curriculum Framework https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Model_Curriculum_Framework.pdf	X
Provide teacher (general education and special education teachers) professional learning in explicit instruction.	Archer, A. & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. Guilford Press. Kentucky Department of Education Explicit Teaching and Modeling https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf Improving Adolescent Literacy and Effective Classroom Intervention Practices https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf Doabler, C. & Fien, H. (2013). Explicit Mathematics Instruction: What Teachers Can Do for Teaching Students With Mathematics Difficulties. Intervention in School and Clinic 48(5) 276–285.	X

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Provide principals professional learning in observing instruction, identifying standards-aligned instruction, and providing evidence-based feedback.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ CCSSO Revised Definition of Formative Assessment https://ccsso.org/sites/default/files/2018-06/Revising%20the%20Definition%20of%20Formative%20Assessment.pdf	X
Provide all teachers and principals professional learning in Specially Designed Instruction to target the needs of students with disabilities in the regular classroom.	https://education.ky.gov/specialed/excep/forms/Pages/IEP-Guidance-and-Documents.aspx	X

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process **Response:**

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

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) 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 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.

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