

# 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 scholars. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes scholar 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
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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> ).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): *Crabbe Elementary School will help scholars increase their KPREP Reading score from 37.4% to 45.9% and their KPREP Math scores from 29.0% to 38.7% by the end of the 2021-2022 academic school year.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 28.4% of Black or African American, Economically Disadvantaged, 33.2% of Hispanic or Latino Scholars;	Teachers will utilize a common Tier I curriculum.	Staff will be participate in professional development focused on a consistent Tier I curriculum for Reading. The Curriculum is Aligned with state standards. Reading Tier I curriculum K-5 will be Journey's.	Common Assessments MAP (2-5) STAR (K-1) LexiaCore5	On-going monthly PLC's.  By May 2020.  KPREP Assessments as reported in September of same year.	\$16,100 – Title I

Goal 1 (State your proficiency goal.): <i>Crabbe Elementary School will help scholars increase their KPREP Reading score from 37.4% to 45.9% and their KPREP Math scores from 29.0% to 38.7% by the end of the 2021-2022 academic school year.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>32.7% of scholars with Disabilities, and 43.9% of scholars of Two or More Races will demonstrate proficiency (pass rate) on the KPREP assessment in Reading.</p> <p>This includes the combined score for all scholars to raise from 37.4% to 40.2%.</p>			Yearly K-PREP Assessment in Reading.		
		During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, classroom formative assessments, scholar growth probes, ect.) and set goals to show continued progress.	Common Assessments: MAP (2-5) STAR (K-1) LexiaCore5	On-going monthly PLC's.  By May 2020	\$16,100– Title I
	Teachers will utilize formative and summative assessments to make instructional decisions for scholar learning. Assessments from Tier II and Tier III will be included in modifying scholar instruction.	Staff will be trained in appropriate RtI process of all three Tiers (I, II, III), the importance of all three, how referrals/data should be collected and how this helps scholar achievement through this process.	Data from Tier I-III forms regarding intervention scholars numbers.	On-going monthly PLC's Classroom intervention data.	\$0.00 – No Funding Needed
		RtI Staff will deliver high quality instruction to support Tier I curriculum.	Data from Tier I-III forms regarding intervention scholars numbers.	By May 2020	\$40,000 – Title I \$10,000 - ESS
<p>Objective 2 36.3% of Black or African American, Economically Disadvantaged, 23.6% of Hispanic or Latino Scholars; 28.4% of scholars with Disabilities, and 32.6% of scholars of Two or More Races will demonstrate proficiency (pass rate) on the KPREP assessment in Math.</p> <p>This includes the combined score for all scholars to raise from 29.0% to 32.2%.</p>	Teachers will utilize a common Tier I curriculum.	Staff will be participate in professional development focused on a consistent Tier I curriculum for Math. The Curriculum is Aligned with state standards. Math Tier I curriculum K-5 will be GoMath.	Common Assessments  Yearly K-PREP Assessment in Mathematics.	Weekly/Monthly Classroom Assessments in weekly/monthly PLC's and/or grade level team meetings.  By May 2020	No Funding Needed – Subscription Cost is covered.
	Teachers will utilize formative and summative assessments to make instructional decisions for scholar learning. Assessments from Tier II and Tier III will be included in modifying scholar instruction.	Staff will be trained in appropriate RtI process of all three Tiers (I, II, III), the importance of all three, how referrals/data should be collected and how this helps scholar achievement through this process.	Data from Tier I-III forms regarding intervention scholars numbers.	On-going monthly PLC's Classroom intervention data.	\$0.00 – No Funding Needed
	RtI Staff will deliver high quality instruction to support Tier I curriculum.	Data from Tier I-III forms regarding intervention scholars numbers.	By May 30, 2020	\$40,000 – Title I \$10,000 - ESS	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>Crabbe Elementary School will help scholars increase their Separate Academic Growth from 52.8% to 58% by the end of the 2022-2023 academic school year.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 12% increase of Fifth grade scholars will demonstrate a proficiency (pass rate) in On-Demand Writing in writing as measured by K-PREP.</p> <p>This includes an increased proficiency score from 35.9% to 38.8%.</p>	<p>Teachers will participate in professional development focused on writing strategies directly related to their grade level</p>	<p>Teachers will intentionally score scholar writing pieces using the K-PREP rubric for scoring. Teachers will provide specific feedback to scholars for improvement.</p>	<p>Common Assessments</p> <p>Yearly K-PREP Assessment in On-Demand Writing.</p>	<p>By May 30, 2020</p>	<p>\$0.00 – No Funding Needed.</p>
		<p>Education Galaxy, a computerized programs will be implemented with all scholars in both regular and special education.</p>	<p>Education Galaxy Assessments/Reports</p>	<p>By May 30, 2020</p>	<p>\$1500 – Title I</p>
	<p>Professional Development in Writing.</p>	<p>Teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.</p>	<p>Common Assessments</p>	<p>By May 30, 2020</p>	<p>\$1500 – Title I</p>
<p>Objective 2 5% Proficiency increase of Fourth Grade scholars in Science as measured by K-PREP.</p> <p>This includes an increased proficiency score from 8.8% to 12.9%.</p>	<p>Teachers will participate in professional development focused on science curriculum directly related to their grade level.</p>	<p>Teachers will participate in professional development targeted at high quality science instruction.</p>	<p>Common Assessments</p> <p>Yearly K-PREP Assessment in Science.</p>	<p>By May 30, 2020</p>	<p>\$1500 – Title I</p>
		<p>Education Galaxy, a computerized programs will be implemented with all scholars in both regular and special education.</p>	<p>Education Galaxy Assessments/Reports</p>	<p>By May 30, 2020</p>	<p>\$1500 – Title I</p>
	<p>Professional Development in the Science Standards.</p>				
	<p>Common Curriculum materials to be purchased for instruction.</p>	<p>Teachers will be given science instruction materials for Tier 1.</p>	<p>Common Assessments</p>	<p>By May 30, 2020</p>	<p>\$1500 – Title I</p>
<p>Objective 3 3% increase of fifth grade scholars will demonstrate proficiency (pass rate) in Social Studies as measured by K-PREP.</p>	<p>Certified staff will be hired and equipped with the tools and knowledge of the standards in Social Studies.</p>	<p>Intentional recruitment of Highly Qualified Applicants.</p>			<p>\$0.00 – No Funding Needed.</p>
	<p>Professional Development in the Social Studies Standards.</p>	<p>Teachers will participate in professional development targeted at high quality Social Studies instruction.</p>	<p>Common Assessments</p> <p>Yearly K-PREP Assessment in Social Studies.</p>	<p>By May 30, 2020</p>	<p>District Covered \$\$</p>
	<p>Common Curriculum materials to be purchased for instruction.</p>	<p>Teachers will be given appropriate Social Studies materials aligned with state standards.</p>			<p>\$1500 – Title I</p>

Goal 2 (State your separate academic indicator goal.): *Crabbe Elementary School will help scholars increase their Separate Academic Growth from 52.8% to 58% by the end of the 2022-2023 academic school year.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Education Galaxy, a computerized program utilizing Social Studies content.			\$1500 – Title I

3: Achievement Gap

Goal 3 (State your achievement gap goal.): *Crabbe Elementary School will increase proficiency in the areas of Reading and Math with Non-Duplicated GAP group 15% by the end of the 2022-2023 academic school year.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 28.4% of Black or African American, Economically Disadvantaged, 33.2% of Hispanic or Latino Scholars; 32.7% of scholars with Disabilities, and 43.9% of scholars of Two or More Races will demonstrate proficiency (pass rate) on the KPREP assessment in Reading.</p> <p>This includes the combined score for all scholars to raise from 37.4% to 40.2%.</p> <p>36.3% of Black or African American, Economically Disadvantaged, 23.6% of Hispanic or Latino Scholars; 28.4% of scholars with Disabilities, and 32.6% of scholars of Two or More Races will demonstrate proficiency (pass rate) on the KPREP assessment in Math.</p> <p>This includes the combined score for all scholars to raise from 29.0% to 32.2%.</p>	<p>Data based RtI Implementation: Administration, Teachers, and RtI Staff will work together to implement data based decisions that clinically evaluate each scholar's needs and create a plan that will effectively aid in the intervention instruction for scholar needs.</p>	<p>Staff will be trained in appropriate RtI process of all three Tiers (I, II, III), the importance of all three, how referrals/data should be collected and how this helps scholar achievement through this process.</p>	<p>Data from Tier I-III forms regarding intervention scholars numbers.</p> <p>Common Assessments</p>	<p>Weekly/Monthly Classroom Assessments in monthly PLC's and/or grade level team meetings.</p> <p>By September 2021 as K-PREP results are published.</p>	<p>\$0.00 – No Funding is Needed.</p>
<p>Objective 2 Staff will collaborate to increase proficiency in the areas of Reading and Math with non-Duplicated GAP group by 15% by the end of the 2020-2021 academic school year.</p>	<p>Teachers and Administration will identify research-based intervention programs and implement them with scholars in grades K-5 with special needs.</p>	<p>LexiaCore5 &amp; Symphony Math, both computerized reading and math programs will be implemented with all scholars in both regular and special education.</p>	<p>LexiaCore5 Levels &amp; Assessments</p> <p>Symphony Math Stages and Assessments</p>	<p>Monthly Special Education PLC's.</p> <p>By September 2020 as K-PREP results are published.</p>	<p>\$16,100 – Title I</p>
		<p>Soar to Success, and ELA intervention program will be implemented with Kindergarten Scholars with special needs. Do the Math Curriculum will supplement regular classroom instruction for scholars with special needs in grades 1-5.</p>	<p>Common Assessments</p> <p>Monthly Progress Monitoring tool.</p> <p>Yearly K-PREP Assessments.</p>	<p>Monthly Special Education PLC's.</p> <p>By September 2020 as K-PREP results are published.</p>	<p>\$0.00 – No Funding Needed.</p>

Goal 3 (State your achievement gap goal.): *Crabbe Elementary School will increase proficiency in the areas of Reading and Math with Non-Duplicated GAP group 15% by the end of the 2022-2023 academic school year.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: Growth

Goal 4 (State your growth goal.): <i>Crabbe Elementary School will maintain a scholar growth indicator score of at least 50 by the end of the 2022-2023 academic school year.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Staff will collaborate to increase overall growth score in the areas of Reading and Math with all scholars groups.	Data based RtI Implementation: Administration, Teachers, and RtI Staff will work together to implement data based decisions that clinically evaluate each scholar's needs and create a plan that will effectively aid in the intervention instruction for scholar needs.	Staff will be trained in appropriate RtI process of all three Tiers (I, II, III), the importance of all three, how referrals/data should be collected and how this helps scholar achievement through this process.	Data from Tier I-III forms regarding intervention scholars numbers.  Common Assessments  Yearly K-PREP Assessment.	Weekly/Monthly Classroom Assessments in monthly PLC's and/or grade level team meetings.  May 30, 2020	\$0.00 – No Funding Needed
	Hire appropriate certified trained staff to implement Response to Intervention (RtI)	Staff will be hired that are highly qualified to deliver (RtI) instruction.	Applicant Pool in TalentEd along with RtI monthly data after hiring.	Weekly/Monthly Classroom Assessments in monthly PLC's and/or grade level team meetings.  May 30, 2020	\$40,000 – Title I \$10,000 - ESS
Objective 2 28.4% of Black or African American, Economically Disadvantaged, 33.2% of Hispanic or Latino Scholars; 32.7% of scholars with Disabilities, and 43.9% of scholars of Two or More Races will demonstrate proficiency (pass rate) on the KPREP assessment in Reading.  This includes the combined score for all scholars to raise from 37.4% to 40.2%.  36.3% of Black or African American, Economically Disadvantaged, 23.6% of Hispanic or Latino Scholars; 28.4% of scholars with Disabilities, and 32.6% of scholars of Two or More Races will demonstrate proficiency (pass rate) on the KPREP assessment in Math.	Teachers and Administration will identify research-based intervention programs and implement them with scholars in grades K-5 with special needs.	LexiaCore5 & Symphony Math, both computerized reading and math programs will be implemented with all scholars in both regular and special education.	LexiaCore5 Levels & Assessments  Symphony Math Stages and Assessments	Monthly Special Education PLC's.  May 30, 2020	\$16,100 – Title I
		Soar to Success, and ELA intervention program will be implemented with Kindergarten Scholars with special needs. Do the Math Curriculum will supplement regular classroom instruction for scholars with special needs in grades 1-5.	Common Assessments  Monthly Progress Monitoring tool.  Yearly K-PREP Assessments.	Monthly Special Education PLC's.  May 30, 2019	\$0.00 – No Funding Needed.



Goal 4 (State your growth goal.): <i>Crabbe Elementary School will maintain a scholar growth indicator score of at least 50 by the end of the 2022-2023 academic school year.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
This includes the combined score for all scholars to raise from 29.0% to 32.2%.					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): *Crabbe Elementary School will decrease the number of 5<sup>th</sup> grade scholars in reading and math 15% by the end of the 2022-2023 academic school year.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<p>Objective 1</p> <p>28.4% of Black or African American, Economically Disadvantaged, 33.2% of Hispanic or Latino Scholars; 32.7% of scholars with Disabilities, and 43.9% of scholars of Two or More Races will demonstrate proficiency (pass rate) on the KPREP assessment in Reading.</p> <p>This includes the combined score for all scholars to raise from 37.4% to 40.2%.</p> <p>36.3% of Black or African American, Economically Disadvantaged, 23.6% of Hispanic or Latino Scholars; 28.4% of scholars with Disabilities, and 32.6% of scholars of Two or More Races will demonstrate proficiency (pass rate) on the KPREP assessment in Math.</p> <p>This includes the combined score for all scholars to raise from 29.0% to 32.2%.</p>	<p>Data based RtI Implementation: Administration, Teachers, and RtI Staff will work together to implement data based decisions that clinically evaluate each scholar's needs and create a plan that will effectively aid in the intervention instruction for scholar needs.</p>	<p>Staff will be trained in appropriate RtI process of all three Tiers (I, II, III), the importance of all three, how referrals/data should be collected and how this helps scholar achievement through this process.</p>	<p>Data from Tier I-III forms regarding intervention scholars numbers.</p> <p>Common Assessments</p> <p>Yearly K-PREP Assessment.</p>	<p>Weekly/Monthly Classroom Assessments in bi-weekly PLC's.</p> <p>May 30, 2020</p>	<p>\$0.00 – No Funding Needed</p>	
		<p>LexiaCore5 &amp; Symphony Math, both computerized reading and math programs will be implemented with all scholars in both regular and special education.</p>	<p>LexiaCore5 Levels &amp; Assessments</p> <p>Symphony Math Stages and Assessments</p>	<p>Monthly Special Education PLC's.</p> <p>May 30, 2020</p>	<p>\$16,100 – Title I</p>	
<p>Objective 2</p> <p>10% Novice decrease of Fifth Grade scholars in Reading and Math as measured by K-PREP.</p>	<p>Teachers will participate in professional development focused on Reading and Math curriculum directly related to their grade level.</p>	<p>Teachers will participate in professional development targeted at high quality Reading and Math instruction.</p>	<p>Common Assessments</p> <p>Yearly K-PREP Assessment in Reading and Math.</p>	<p>By May 30, 2020</p>	<p>\$0.00 – No Funding Needed.</p>	
		<p>LexiaCore5 &amp; Symphony Math, both computerized reading and math programs will be implemented with all scholars in both regular and special education.</p>	<p>LexiaCore5 Levels &amp; Assessments</p> <p>Symphony Math Stages and Assessments</p>	<p>Monthly Special Education PLC's.</p> <p>May 30, 2020</p>	<p>\$16,100 – Title I</p>	



6: Graduation Rate

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

7: Other (Optional)

Goal 7 (State your separate goal.): <i>Crabbe Elementary School will increase their Separate Academic Growth from 52.8% to 60% by the end of the 2022-2023 academic school year.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 10% Novice decrease of Fifth Grade scholars in Social Studies as measured by K-PREP.	Teachers will participate in professional development focused on Social Studies content as it is directly related to their grade level.	Teachers will participate in professional development targeted at high quality Social Studies instruction.	Common Assessments  Yearly K-PREP Assessment in Science.	May 30, 2020	\$0.00 – No Funding Needed.
		Education Galaxy computerized program with Social Studies content.	Education Galaxy Assessments.	May 30, 2020	\$1,500 – Title I
	Hiring Highly Qualified Educators specific to Social Studies.	Recruitment of highly qualified Social Studies content specific educators.	Staffing Rosters	May 30, 2020	\$0.00 – No extra Funding Needed.
Objective 2 38.8% of Black or African American, Economically Disadvantaged, Hispanic or Latino, Scholars with Disabilities, Two or More Races and Native Hawaiian or Other Pacific Islander scholars in 5 <sup>th</sup> grade will demonstrate proficiency (pass rate) on the KPREP assessment in Social Studies.  This is an increase from 35.9%.	Data based RtI Implementation: Administration, Teachers, and RtI Staff will work together to implement data based decisions that clinically evaluate each scholar's needs and create a plan that will effectively aid in the intervention instruction for scholar needs.	Staff will be trained in appropriate RtI process of all three Tiers (I, II, III), the importance of all three, how referrals/data should be collected and how this helps scholar achievement through this process.	Data from Tier I-III forms regarding intervention scholars numbers.  Common Assessments  Yearly K-PREP Assessment.	Weekly/Monthly Classroom Assessments in bi-weekly PLC's.  May 30, 2020	\$0.00 – No Funding Needed
		Education Galaxy computerized program with Social Studies content.	Education Galaxy Assessments.	May 30, 2020	\$1,500 – Title I

## 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:**

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in scholar achievement for underperforming subgroups?

**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:**

**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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		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Scholars**

**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:**

Blank response area for describing the process used to review the learning culture and additional actions to address underperformance.



## 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 scholar 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 Scholar 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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