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 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: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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
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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

1: Proficiency

Goal 1 (State your proficiency goal.): Increase the proficiency in reading and math as measured by the ACT benchmarks from 66% in 2018-2019 to 80% in 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2023 student proficiency rate will increase from 55 to 60 in reading and 30 to 35 in math.	KCWP1: Design and Deploy Standards - What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity? Guaranteed Viable Curriculum- What do we want students to learn and be able to do? What is the assurance the curriculum is valid (e.g. aligned to standards, components that support the instruction and assessment, paced with accuracy.)	Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using the Ewalk platform to provide feedback to teachers and analyze data for instructional trends.	Walk through feedback, documentation of improved questioning, improved test questions in Unit Plans and Unit Test	February 2023, April 2023	NA
		Contextual/Authentic Learning Experiences- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc., Math Modeling Tasks in Algebra 2			
	Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? How do we engage learners in the ways that they learn best?	Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	Instructional Coaches will provide support in topics listed.	Minimum of every two months. Individual support as needed	NA
	KCWP3: Design and Deliver Assessment Literacy - What type of feedback is given to students on their progression of	Progress Monitoring- Develop a progress monitoring system to monitor standards mastery for each student. Common assessment data will be used	Central office will work with school administration to develop a progress monitoring	Monthly	

	learning? How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? What does the data tell us? and not tell us?	to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction. Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	system. Monitoring of reporting by CO and designated school administration. Instructional coaches will work with content teachers to ensure rigorous and aligned assessments		
		PLC Processes- PLC processes using the Evidence-Inference-Activate model will be utilized to create highly focused/highly functioning PLCs. Teachers will all receive professional learning to clarify this model and to become knowledgeable with the success criteria. Teachers will continue to focus on, receive feedback regarding, and learn new strategies to improve formative assessment.	PLC groups meet a minimum of twice per month focusing on student's achievement	August 2022 –May 2023. PLC notes/agenda's	NA
Objective 2	KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Multi-tiered systems of supports for academic and behavior interventions-Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. District RTI procedures will be updated and shared with all school personnel with school RTI plans refined as needed.	ESS daytime waiver used in Biology and Algebra II along with other subjects. One on One instruction and support.	Bi monthly monitoring of progress by school administration	Board
		Mastery Prep Assessment will be provided for all 10th and 11th grade students. Students will take 3 interim assessments throughout the year. Students will complete Mastery Prep bell work review throughout the year.	Measure of student's success throughout the year. Measure of Mastery Prep review completed	August 2022-December 2022 February 2023 March 2023	Board

2: Separate Academic Indicator

Goal 2 By 2024, 55% students will reach proficiency in science and 65% of students will reach proficiency in writing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May, 2023 student proficiency rates will increase by the following: Science - 39% to 55% Proficiency Writing - 52% to 66% Proficiency	KCWP1: Design and Deploy Standards - What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity? Guaranteed Viable Curriculum- What do we want students to learn and be able to do? What is the assurance the curriculum is valid (e.g. aligned to standards, components that support the instruction and assessment, paced with accuracy.)	Curriculum Monitoring Systems- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct 3 informal walkthroughs daily using the Ewalk platform to provide feedback to teachers and analyze data for instructional trends.	Walk through feedback, documentation of improved questioning, improved test questions in Unit Plans and Unit Test	November 2022, December 2022, February 2023, April 2023	NA
		Contextual/Authentic Learning Experiences- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, Professional Development specific to On Demand Writing. English and Science teachers will participate in personalized learning PLC. Science courses will participate in TCTs (through-course tasks)	Teachers will work in conjunction with GRREC and receive Framework of Poverty Training focusing on reading strategies.	March 2023	Board
	KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? How do we engage learners in the ways that they learn best?	Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	Instructional Coaches will provide support in topics listed	Minimum of every two months. Individual support as needed	Board

		KCWP3: Design and Deliver Assessment Literacy - What type of feedback is given to students on their progression of learning? How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? What does the data tell us? and not tell us?	Progress Monitoring- Develop a progress monitoring system to monitor standards mastery for each student. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction. Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	Central office will work with school administration to develop a progress monitoring system. Monitoring of reporting by CO and designated school administration. Instructional coaches will work with content teachers to ensure rigorous and aligned assessments.		
			PLC Processes- PLC processes using the Evidence-Inference-Activate model will be utilized to create highly focused/highly functioning PLCs. Teachers will all receive professional learning to clarify this model and to become knowledgeable with the success criteria. Teachers will continue to focus on, receive feedback regarding, and learn new strategies to improve formative assessment.	PLC groups meet a minimum of twice per month focusing on student's achievement.	August 2022–May 2023 PLC notes/agenda	NA
Objective 2		KCWP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Multi-tiered systems of supports for academic and behavior interventions- Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. District RTI procedures will be updated and shared with all school personnel with school RTI plans refined as needed.	ESS daytime waiver used in Biology and Algebra II along with other subjects. One on One instruction and support.	Bi monthly monitoring of progress by school administration.	Board
			Mastery Prep Assessment will be provided for all 10th and 11th grade	Measure of student's success throughout the	August 2022-December 2023 December 2022-February 2023 February 2023- March 2024	Board

		students. Students will take 3 interim assessments throughout the year.	year. Measure of MP review completed	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023 student's proficiency rate will increase from 45 to 55 in reading and 15 to 60 in math as based on the ACT.	KC WP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate	Multi-tiered systems of supports for subgroup students- Develop a clearly defined RTI school/district-wide process with applicable checklists and documentation tools, including such information as service frequency,, and progress monitoring checks. District RTI procedures will be updated and shared with all school personnel with school RTI plans refined as needed	ESS daytime waiver used in Biology and Algebra II along with other subjects. One on One instruction and support.	Bi monthly monitoring of progress by school administration.	ESS
		Evidence-based instructional strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity, Novice Reduction strategies, Achieve3000)	Mentoring students in gap population with school staff. Based on Gap and Novice Reduction	Monthly updates	NA
		Outreach activities-Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.	KCC works with 40 identified students in gap and novice group.	Weekly	KCC
		-Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in	Get the Picture. Interventionist and staff	Weekly	GRREC

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		identifying students at risk for remediation, failure, and/or untimely graduation.	work with 15 at risk students identified gap, novice and/or SE		
		Achieve 3000 - Students with disabilities will receive additional instruction using the program evidence based program Achieve3000 to accelerate literacy and achieve lifelong success.	Results and data from Dec 2021- to May 2022	Twice Monthly	District ECE Funds
		Professional Learning Community for ECE teachers within the building, not only at the district level. Regular, scheduled meetings to review student data and discuss progress. ECE teacher will be provided training in IEP completion and Progress monitoring.	PLC minutes Progress Monitoring	Monthly Various times throughout the year	None CKEC
Objective 2		Classroom Assessment and Reflection (CHETL) for Students with Disabilities: General Education and Special Education will use multiple methods to gather data for students with disabilities. Students' prior knowledge will be used to address misconceptions. Teachers will provide regular and timely feedback to students and allow students to use feedback to improve their work before grade is assigned. Students will be involved in self-assessment towards goals. Administrators will develop Ewalk instrument that focuses on the teacher characteristics of CHETL.	Student self-reflection and self-monitoring. Teacher work samples	Ongoing	NA
		ECE Teachers Training for IEP completion and ARC Chair Work. Provide support to ECE teachers with training on working with ECE students.	Progress Monitoring ARC meetings Monthly meetings	Ongoing	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: Growth

Goal 4 (State your growth goal.): Student proficiency rates will show growth in each subgroup in each core content area.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May, 2023 student proficiency rates in each subgroup will reach 40% in each core content area. The numbers in the chart represent the percentage of students in that subgroup for high school that reached proficiency.	KC WP5: Design, Align and Deliver Support - What processes do teachers currently have in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students	Outreach activities-Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Staff work with 20 at risk students identified gap, novice and/or SE		
Objective 2					

Chart within Objective 1:

	Af. Am	IEP	F/R	His
HS	r-0 m-0 sc-9 wr-45	r-12 m-13 sc-13 wr-27	r-39 m-25 sc-21 wr-45	

5: Transition Readiness

Goal 5 (State your transition readiness goal.): **By 2024, 85% of students will reach transition measures based on state guidelines.**					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023 students will progress from 71to 85 as measured by state guidelines.	KCWP 5: Design, Align and Deliver Support Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified. Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	Profile of a graduate - Further develop and refine process used to make connections with the content and 21st century skills, (communication, creativity, commitment, collaboration, content, critical thinking) required of graduates. School district personnel will engage in professional learning in the areas of redefining readiness, the changing nature of work, acceleration of technology, core social emotional skills.	Students and staff focus us of the ILP Faculty and staff will work and define profile of a graduate. They will meet a minimum of quarterly to discuss the work that is being completed and how progress is being made.	Reviewed quarterly	N/A
	KCWP 6: Establishing Learning Culture and Environment Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom	College Readiness/transition readiness- MP testing, ILP work, and intentional scheduling with early exposure to Area Technology Center, College Visits, Business and Industry visits, Technical Schools to create a purposeful vertical approach to transition readiness. Research Academy Feature and 10th Grade ILP completion, MP interim assessments, Scheduling meetings 1th Grade ILP, College campus visits, Master Prep assessments, Scheduling DC meetings. 10th and 11th grade, One-on-one meeting with counselor to discuss	Improvement on Mastery Prep assessments, ILP completion. FASFA Completion KCC	Monthly checks by staff and administration	CO Funding Master Prep ACT practice test

		scheduling with a focus on career pathway completion 12th grade, Meetings with College Coach, ILP work, Campus visits, Mastery Prep (if requested) FASFA Support nights and week Promoting a post-secondary going culture Mock Interviews for 11th and 12th grades as scheduled			
		Leadership-continuation of student ambassador and student council programs to provide leadership experiences for students at all grade levels. Lesson planning will reflect student ownership in the learning. Provide opportunities for internships, co-op placements, club leadership positions, and school based enterprises	Ambassadors, Student Council	Monthly meetings held with ambassadors and student council meetings	NA
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By 2023, graduation rate will increase from 96.0 to 98%.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2023 graduation rate will increase from 96.8% to 98%	KCWP 5: Design, Align and Deliver Support What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? What data points inform modification to curriculum and instructional practices? How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?	Personalized Learning Supports-personalized learning for credit recovery through alternative delivery options (i.e. NextGen Labs, blended & virtual learning experiences)	Next Gen Lab, Online platform along with Distance Learning. Monitored by Certified Staff.	Weekly monitoring	NA
		Accelerated Learning Opportunities-continuous improvement efforts with rigorous and authentic coursework (Dual Credit opportunities, Virtual and face-to-face off-campus college courses, Advanced Placement, Co-op placements, and project-based learning experiences)	Students being offered the option of virtual school to increase graduation rate and customize individual learning. Open Enrollment for more dual credit course offerings	Weekly monitoring, monthly monitoring and reports to track progress and student achievement.	NA
		Attendance Review Meetings- With the use of the Persistence to Graduate tool, attendance review meetings held with at risk students to develop action plans. Home visits are made monthly or more often to students that are truant. Parent contact is attempted to try to reach the needs of truant students. Home visit will be completed on chronically truant individuals	Meetings held bi monthly with CO, school administration and attendance staff. Parent and student face to face meetings held on an as needed basis. IC communication Tab	Minimum of twice per month Some completed weekly.	NA
	KCWP 6: Establishing Learning Culture and Environment: What supports are currently in place to assist students in decision	Student Empowerment- Continuation of professional learning in student leadership, agency, and empowerment throughout the district (student	Mentoring students in gap population with school staff. Based on	Weekly	NA

Goal 6 (State your graduation rate goal.): By 2023, graduation rate will increase from 96.0 to 98%.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning?	ambassadors-Leader in Me) to move toward students being the drivers of their learning and behavior. Inclusion of PTO groups for parent engagement in current issues affecting school climates such as bullying, social media awareness, school safety, etc.	Gap and Novice Reduction		
		Student Relationships- Focus placed on recognizing positive student behaviors and interactions token system, FRYSC supports for students and staff, student accesses to on site Communicare counselor and nurse, student mentoring program for grade 10-12, additional club day times and offerings. All of these things were designed and/or added to build positive student and staff relationships and encourage student participation and involvement while in school.	Data collected on number of students receiving supports, parent contacts and meetings. Number of clubs offered and number of students participating in clubs	Monthly	NA
Objective 2	KCWP 4: Review, Analyze and Apply Data How do students know where they are in their own progression of learning? What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? What processes are in place to ensure students have a voice in the monitoring/evaluation of classroom improvement cycles?	Student Focus Groups- The use of student voice feedback through focus groups to gather data for improved school climate. Collaboration with administrators, counselors, FRYSC, other school professionals, families, and outside agencies to implement MTSS. Interventionist will check in with students to assist with monitoring and progression.	Check and connect by front office staff Including Guidance office and Interventionist. Surveys	Weekly Minimum of two times per year	NA

Goal 6 (State your graduation rate goal.): By 2023, graduation rate will increase from 96.0 to 98%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Other (Optional)

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

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:**

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.	☒
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		☐
		☐
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Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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