

## 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
<p>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.</p>	<p>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 <a href="#">Kentucky’s six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: Proficiency

Goal 1 (State your proficiency goal.): By 2024, 65.5% of Northview Students will score proficient/distinguished in reading and 63.8% will score proficient/distinguished in math.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 By September 2022, 57.4% of Northview Students will score P/D in reading as measured by the Kentucky State assessment system.	KCWP1: Design and Deploy Standards	Teachers will use the literacy Continuum book to help struggling readers continue on the Guided Reading Level continuum	Struggling students will show growth using the GRL continuum and benchmark	Teacher monitor and update GRL Google Doc 3 times a year; RTI reading data meetings with reading interventionist	N/A	
	KCWP2: Design and Deliver Instruction	Continue to use Lexia reading program and provide incentives	Student’s growth from the beginning of the year to the end of the year	Teachers monitor to determine progression of students; Instructional coach monitors to deliver certificates and rewards for those students leveling up	SBDM funds for Lexia	
	KCWP3: Design and Deliver Assessment Literacy	KCWP4: Review, Analyze, and Apply Data	Continue building wide RTI reading interventions	Number of students decreasing in RTI tiered services in reading	Monthly SAT meetings/Reading RTI data meetings every 4-6 weeks with reading interventionist	N/A
			Implement the One Book, One School program at Northview	Completion of book	Books will be read by ALL students and staff in the building; class discussions and activities monitored by principal and librarian	Grant/SBDM
			Redesign the Accelerated Reader program at Northview to include a designated book list by grade level for teachers to choose from so that books are not repeated	Completion of books; completion of tests; accelerated reader points	Accelerated Reader monitored by librarian monthly	SBDM
			Host Title 1 Reading Night in conjunction with FRC—provide dinner and reading activities for families	Number of families that attend	At the end of the month that the event is held—typically in the Fall monitored by Family Resource Center director and Title 1 Lead Teacher	FRC/Title 1 Parent Involvement
			Continue with Simple Solutions reading workbooks and IXL for grades 3-5	Student progress and quiz scores and tracked by program; increase the number of students	Monthly Reading PLCs with administration and instructional coach	SBDM/Title 1

Goal 1 (State your proficiency goal.): By 2024, 65.5% of Northview Students will score proficient/distinguished in reading and 63.8% will score proficient/distinguished in math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			who score proficient/distinguished on the Kentucky Summative Assessment (KSA) in Spring; Student growth on MAP scores; Case 21 scores		
Objective 2 By September 2022, 55.2% of Northview students will score P/D in math as measured by the Kentucky state assessment system	KCWP1: Design and Deploy Standards	Research and implement Math Benchmarks for K-5	Completion of document showing math benchmarks for K-5	Monthly by math interventionist and administration	N/A
	KCWP2: Design and Deliver Instruction	Continue RTI math interventions	Math interventions occurring on a daily basis; student growth and exiting the math RTI classes	Monthly SAT meetings/math interventionist and administration	N/A
	KCWP3: Design and Deliver Assessment Literacy				
	KCWP4: Review, Analyze and Apply Data	Host Title 1 Math Night in conjunction with FRC—provide dinner and math activities for families	Number of families that attend	At the end of the month that the event is held—typically in the Fall monitored by Family Resource Center director and Title 1 Lead Teacher	FRC/Title 1 Parent Involvement
		Research and implement a guided math program	Purchase and implement of Guided Math Program	Math committee and math interventionist will meet 2-3 times a month to research and ensure implementation	Title 1/SBDM
		Continue using Mathseeds for K-1	# of students working on the program and receiving certificates for advancement within the program	Monthly team meetings to discuss math progress and the number of students that level up	SBDM/Title 1

Goal 1 (State your proficiency goal.): By 2024, 65.5% of Northview Students will score proficient/distinguished in reading and 63.8% will score proficient/distinguished in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Continue with Simple Solutions math workbooks for grades 2-5	Student progress and quiz scores and tracked by program; increase the number of students who score proficient/distinguished on the Kentucky Summative Assessment (KSA) in Spring; Student growth on MAP scores; Case 21 scores	Monthly math PLCs with math interventionist and administration	SBDM/Title 1

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2024, 55% of Northview students will score proficient and distinguished in science; 80.1% in social studies; and 60.9% in writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By September 2022, 40% of Northview students will score proficient/distinguished in Science as measured by the Kentucky state assessment system.	KCWP1: Design and deploy standards	Collaborate monthly using vertical and horizontal meetings to ensure that science standards are being taught at each grade level	Completion of vertical and horizontal team meetings in science	Monthly PLCs	N/A
	KCWP2: Design and deliver instruction	Utilize STEMSCOPES, Mystery Science, Generation Genius, curriculum and online programs for ALL GRADES	Lesson plans and observations as well as common and formative assessments; scores on KSA	Monthly PLCs and data meetings	District/SBDM
	KCWP4: Review, analyze and apply data	Research and provide professional development for teachers on science concepts and standards	Completion of professional development	Sign in sheets at trainings and exit surveys	SBDM
Objective 2 By September 2022, 76% of Northview students will score proficient/distinguished in social studies as measured by the Kentucky state assessment system.	KCWP1: Design and deploy standards	Collaborate monthly using vertical and horizontal meetings to ensure that social studies standards are being taught at each grade level	Completion of vertical and horizontal team meetings in social studies	Monthly PLCs	N/A
	KCWP2: Design and deliver instruction	Continue to use Simple Solutions social studies workbook in fifth grade	5 <sup>th</sup> grade social studies scores will increase on the Kentucky Summative Assessment	Monthly PLCs; data progress monitoring with 5 <sup>th</sup> grade and administration	SBDM
	KCWP4: Review, analyze and apply data	Research and provide social studies professional development to all teachers utilizing CKEC and state standard trainings	Completion of professional development	Sign in sheets and trainings and exit surveys	SBDM
Objective 3 By September 2022, 58% of Northview students will score proficient/distinguished in	KCWP1: Design and deploy standards	Collaborate monthly using vertical and horizontal meetings to ensure that writing standards are being taught at each grade level	Completion of vertical and horizontal team meetings in social studies	Monthly PLCs	N/A

Goal 2 (State your separate academic indicator goal.): By 2024, 55% of Northview students will score proficient and distinguished in science; 80.1% in social studies; and 60.9% in writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
writing as measured by the Kentucky state assessment system.	KCWP2: Design and deliver instruction	Research and provide writing professional development to all teachers utilizing CKEC and state standard trainings	Completion of professional development	Sign in sheets and trainings and exit surveys	SBDM
	KCWP4: Review, analyze and apply data				
		Research and develop a writing folder expectation for grade levels	Completion of expectations; writing folders for each child	Yearly completion of writing folders by all students	SBDM
		Live scoring of on-demand writing prompts in fourth and fifth grade	Students completion of on-demand writing prompts	Every other month during team PLC meetings to discuss on-demand pieces and scoring	N/A

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 Northview will increase the percentage of students scoring proficient/distinguished who qualify for free/reduced meals in reading from 30.7 to 33.	KCWP1: Design and deploy standards	Provide targeted assistance for small groups during instruction.	Number of students attending the targeted assistance sessions; MAP scores, Case 21 scores; KSA scores	Monthly PLC and SAT meetings to discuss free and reduced lunch students and assistance being provided to the students	N/A; ESS daytime
	KCWP2: Design and deliver instruction	Research and provide professional development opportunities on teaching test taking strategies to students using CKEC and state offerings.	Completion of professional development	Monthly PLC and SAT meetings to discuss free and reduced lunch students and assistance being provided to the students	SBDM
	KCWP3: Review, analyze and apply data	Administration to meet with individual teachers to identify free and reduced students.	Completion of meetings	Monthly PLC and SAT meetings to discuss free and reduced lunch students and assistance being provided to the students	N/A
Objective 2 Northview will increase the percentage of students scoring proficient/distinguished who qualify for free and reduced lunch meals in math from 24.2 to 27.	KCWP1: Design and deploy standards	Provide targeted assistance for small groups during instruction.	Number of students attending the targeted assistance sessions; MAP scores, Case 21 scores; KSA scores	Monthly PLC and SAT meetings to discuss free and reduced lunch students and assistance being provided to the students	N/A; ESS daytime
	KCWP2: Design and deliver instruction	Research and provide professional development opportunities on teaching test taking strategies to students using CKEC and state offerings.	Completion of professional development	Monthly PLC and SAT meetings to discuss free and reduced lunch students and assistance being provided to the students	SBDM



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Administration to meet with individual teachers to identify free and reduced students.	Completion of meetings	Monthly PLC and SAT meetings to discuss free and reduced lunch students and assistance being provided to the students	N/A
Objective 3 Northview will increase the percentage of students with disabilities scoring proficient distinguished in reading to 20% or greater.	<b>KCWP1: Design and deploy standards</b>	Provide targeted assistance for small groups during instruction.	Number of students attending the targeted assistance sessions; MAP scores, Case 21 scores; KSA scores	Monthly PLC and SAT meetings to discuss students with disabilities and assistance being provided to the students	N/A; ESS daytime
	<b>KCWP2: Design and deliver instruction</b>				
	<b>KCWP3: Review, analyze and apply data</b>	Research and provide professional development opportunities on teaching test taking strategies to students using CKEC and state offerings.	Completion of professional development	Monthly PLC and SAT meetings to discuss students with disabilities and assistance being provided to the students	SBDM
		Administration to meet with individual teachers to identify students with disabilities.	Completion of meetings	Monthly PLC and SAT meetings to discuss students with disabilities and assistance being provided to the students	N/A
		Special Education teachers will collaborate and co-teach with general education teachers to provide opportunities to create a learning environment that provides a balance of grade level standards while meeting the IEPs of students.	Successful co-teaching teams; IEP goals mastered; SPED students will show growth on KSA	Bi-monthly meetings between special education teachers and general education teachers to discuss co-teaching strategies and IEP goals.	N/A
		Professional development on co-teaching strategies and best practices utilizing CKEC	Completion of professional development	Surveys and observations by staff and administration	SBDM
Objective 4 Northview will increase the percentage of students with disabilities scoring proficient	<b>KCWP1: Design and deploy standards</b>	Provide targeted assistance for small groups during instruction.	Number of students attending the targeted assistance sessions; MAP scores, Case 21 scores; KSA scores	Monthly PLC and SAT meetings to discuss students with disabilities and assistance being provided to the students	N/A; ESS daytime
	<b>KCWP2: Design and deliver instruction</b>				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
distinguished in math to 15% or greater.	KCWP3: Review, analyze and apply data	Research and provide professional development opportunities on teaching test taking strategies to students using CKEC and state offerings.	Completion of professional development	Monthly PLC and SAT meetings to discuss students with disabilities and assistance being provided to the students	SBDM
		Administration to meet with individual teachers to identify students with disabilities.	Completion of meetings	Monthly PLC and SAT meetings to discuss students with disabilities and assistance being provided to the students	N/A
		Special Education teachers will collaborate and co-teach with general education teachers to provide opportunities to create a learning environment that provides a balance of grade level standards while meeting the IEPs of students.	Successful co-teaching teams; IEP goals mastered; SPED students will show growth on KSA	Bi-monthly meetings between special education teachers and general education teachers to discuss co-teaching strategies and IEP goals.	N/A
		Professional development on co-teaching strategies and best practices utilizing CKEC	Completion of professional development	Surveys and observations by staff and administration	SBDM

4: Growth

Goal 4: Northview will ensure that at least 90% of the students who scored proficient/distinguished will stay the same or improve their Kentucky Summative Assessment (KSA) scores in reading and math; and will ensure that at least 50% of students who scored novice or apprentice on the previous year’s KPREP will improve their score one level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By September 2022, Northview will ensure that at least 90% of the students who scored proficient/distinguished on the 2021 KPREP assessment will stay the same or improve on the Kentucky Summative Assessment (KSA) in reading in 2022.	KCWP 1: Design and deploy standards	Teachers and administrators will review, discuss, and analyze current data during PLCs/SATs to determine next steps.	Students will show growth throughout the year on MAP assessments; running records; Case 21 assessments. Students will improve from proficient to distinguished or will stay proficient or distinguished	Monthly PLC meetings with administration and instruction coach; monthly SAT meetings with SAT team (teachers, administration; interventionists; psychologist; and test diagnostician); Data days (twice per year) with staff	N/A
	KCWP 2: Design and deliver instruction				
	KCWP 4: Review, analyze, and apply data	Building-wide scheduled RTI block for ALL groups (Tier I, Tier II, and Tier III).	Students will show growth in reading throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; Reading data meetings every 4-6 weeks with reading interventionist and administration	N/A
	Guided reading instruction for all students	Students will show growth in reading throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach;	N/A	
	Students will be given standards based spiraling instruction using Simple Solutions for grades 3-5	Students will show growth in reading throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; KSA scores will be analyzed on data days twice per year with teachers and administration	SBDM/Title 1	
	Students will have access to online educational software programs such as IXL and Lexia.	Students will show growth in reading throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; KSA scores will be analyzed on data	SBDM/Title 1	

Goal 4: Northview will ensure that at least 90% of the students who scored proficient/distinguished will stay the same or improve their Kentucky Summative Assessment (KSA) scores in reading and math; and will ensure that at least 50% of students who scored novice or apprentice on the previous year’s KPREP will improve their score one level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				days twice per year with teachers and administration	
Objective 2 By September 2022, Northview will ensure that at least 50% of the students who scored novice or apprentice on the previous year’s KPREP will improve their score one level in reading according to the KSA.	KCWP 1: Design and deploy standards  KCWP 2: Design and deliver instruction  KCWP 4: Review, analyze, and apply data	Teachers and administrators will review, discuss, and analyze current data during PLCs/SATs to determine next steps and an action plan for all students scoring novice or apprentice	Students will show growth throughout the year on MAP assessments; running records; Case 21 assessments. Students will improve from novice to apprentice OR from apprentice to proficient.	Monthly PLC meetings with administration and instruction coach; monthly SAT meetings with SAT team (teachers, administration; interventionists; psychologist; and test diagnostician).	N/A
		Building-wide scheduled RTI block for ALL groups (Tier I, Tier II, and Tier III).	Students will show growth in reading throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; Reading data meetings every 4-6 weeks with reading interventionist and administration	N/A
		Guided reading instruction for all students	Students will show growth in reading throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach.	N/A
		Students will be given standards based spiraling instruction using Simple Solutions for grades 3-5	Students will show growth in reading throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; KSA scores will be analyzed on data days twice per year with teachers and administration	SBDM/Title 1
		Students will have access to online educational software programs such as IXL and Lexia.	Students will show growth in reading throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; KSA scores will be analyzed on data	SBDM/Title 1

Goal 4: Northview will ensure that at least 90% of the students who scored proficient/distinguished will stay the same or improve their Kentucky Summative Assessment (KSA) scores in reading and math; and will ensure that at least 50% of students who scored novice or apprentice on the previous year’s KPREP will improve their score one level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding			
<p>Objective 3: By September 2022, Northview will ensure that at least 90% of the students who scored proficient/distinguished on the 2021 KPREP assessment will stay the same or improve on the Kentucky Summative Assessment (KSA) in math.</p>	KCWP 1: Design and deploy standards	<p>Teachers and administrators will review, discuss, and analyze current data during PLCs/SATs to determine next steps.</p>	<p>Students will show growth throughout the year on MAP assessments; running records; Case 21 assessments. Students will improve from proficient to distinguished or will stay proficient or distinguished</p>	<p>Monthly PLC meetings with administration and instruction coach; monthly SAT meetings with SAT team (teachers, administration; interventionists; psychologist; and test diagnostician); Data days (twice per year) with staff</p>	N/A			
	KCWP 2: Design and deliver instruction				<p>Building-wide scheduled RTI block for ALL groups (Tier I, Tier II, and Tier III).</p>	<p>Students will show growth in math throughout the year.</p>	<p>Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; Reading data meetings every 4-6 weeks with reading interventionist and administration</p>	N/A
	KCWP 4: Review, analyze, and apply data				<p>Students will be given standards based spiraling instruction using Simple Solutions for grades 2-5</p>	<p>Students will show growth in math throughout the year.</p>	<p>Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; KSA scores will be analyzed on data days twice per year with teachers and administration</p>	SBDM/Title 1
<p>Objective 4: By September 2022, Northview will ensure that at least 50% of the students who scored novice or apprentice on the 2021 KPREP assessment will</p>	KCWP 1: Design and deploy standards	<p>Teachers and administrators will review, discuss, and analyze current data during PLCs/SATs to determine next steps.</p>	<p>Students will show growth throughout the year on MAP assessments; running records; Case 21 assessments. Students will improve from</p>	<p>Monthly PLC meetings with administration and instruction coach; monthly SAT meetings with SAT team (teachers, administration; interventionists; psychologist; and test diagnostician); Data days (twice per year) with staff</p>	N/A			
KCWP 2: Design and deliver instruction								

Goal 4: Northview will ensure that at least 90% of the students who scored proficient/distinguished will stay the same or improve their Kentucky Summative Assessment (KSA) scores in reading and math; and will ensure that at least 50% of students who scored novice or apprentice on the previous year’s KPREP will improve their score one level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
improve their score one level in math on the 2022 KSA.	KCWP 4: Review, analyze, and apply data		proficient to distinguished or will stay proficient or distinguished		
		Building-wide scheduled RTI block for ALL groups (Tier I, Tier II, and Tier III).	Students will show growth in math throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; Reading data meetings every 4-6 weeks with reading interventionist and administration	N/A
		Students will be given standards based spiraling instruction using Simple Solutions for grades 2-5	Students will show growth in math throughout the year.	Weekly monitoring by classroom teachers; Monthly PLC meetings with administration and instructional coach; KSA scores will be analyzed on data days twice per year with teachers and administration	SBDM/Title 1
		Math intervention will be provided for ALL students that are below grade level according to assessment data (MAP, USNS screener, and classroom data).	Students will show growth in math and will move from Tier III to Tier II to Tier I.	Weekly monitoring by math interventionist; math RTI meetings every 4-6 weeks.	N/A

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

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



7: Other (Optional)

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

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

**Response:**

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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**Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students**

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

**Response:**

**Special Considerations for Comprehensive Support and Improvement (CSI) Schools**

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

**Evidence-based Practices**

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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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