Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

95% of students are below proficient in science, which is a 2% increase from 21-22 school year

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Design and Deliver Instruction

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	59.9	+5.5
State Assessment Results in science, social studies and writing	52.0	+11.5
English Learner Progress		
Quality of School Climate and Safety	68.6	+2.4
Postsecondary Readiness (high schools and districts only)	87.0	+2.1
Graduation Rate (high schools and districts only)	91.3	+1.7

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): CCHS reading and math goal is to have an indicator score of 75 for all students by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 CCHS reading goal is to have an indicator score of 75 for all students by 2024.	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Ensure that students understand the success criteria within each learning target . ("Our learning target for today is _____, and we will know we are successful when we _____.") Construct student-friendly learning targets.	• Walkthrough results • PLC meeting minutes		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	• PLC sign in sheets, agendas, and notes demonstrating discussion of curriculum alignment • Walkthrough results • Observation results		

Goal 1 (State your reading and math goal.): CCHS reading and math goal is to have an indicator score of 75 for all students by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 CCHS math goal is to have an indicator score of 61.2 for all students by 2024.	Design and Deliver Instruction with a focus on high yield strategies	• Construct student-friendly learning targets • Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements. • Ensure that students understand the success criteria within each learning target. ("Our learning target for today is_____, and we will know we are successful when we_____.")	• Walkthrough results • PLC meeting minutes • Professional Learning opportunities		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.			

Goal 1 (State your reading and math goal.): CCHS reading and math goal is to have an indicator score of 75 for all students by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.):
CCHS science, social studies, and writing goal is to have an indicator score of 58.0 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 CCHS will have a science indicator score of 37 by 2024.	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Ensure that students understand the success criteria within each learning target . ("Our learning target for today is _____, and we will know we are successful when we _____.") • Construct student-friendly learning targets.	• Walkthrough results • PLC meeting minutes • Professional Learning opportunities		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	• PLC sign in sheets, agendas, and notes demonstrating discussion of curriculum alignment • Walkthrough results • Observation results		

Goal 2 (State your science, social studies, and writing goal.):
CCHS science, social studies, and writing goal is to have an indicator score of 58.0 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 CCHS will have a social studies indicator score of 60 and a writing indicator score of 73 by 2024.	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Ensure that students understand the success criteria within each learning target . ("Our learning target for today is _____, and we will know we are successful when we _____.") • Construct student-friendly learning targets.	• Walkthrough results • PLC meeting minutes • Professional Learning opportunities		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	• PLC sign in sheets, agendas, and notes demonstrating discussion of curriculum alignment • Walkthrough results • Observation results		

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 Increase the number of free/reduced lunch students who meet ACT benchmark in English, Math, and Reading by 15% by May 2024. Increase the number of students with disabilities who meet ACT benchmark in English, Math, and Reading by 10% by May 2024.	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Ensure that students understand the success criteria within each learning target . ("Our learning target for today is _____, and we will know we are successful when we _____.") • Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements.	• Walkthrough results • PLC minutes • Professional Learning opportunities • ACT data		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	• PLC sign in sheets, agendas, and notes demonstrating discussion of curriculum alignment • Walkthrough results • Observation results		
Objective 2 Increase the number of students with disabilities who meet ACT benchmark in English and reading to 10% by May 2024. Increase the number of students with disabilities who meet ACT benchmark in math to 5% by May 2024.	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Ensure that students understand the success criteria within each learning target . ("Our learning target for today is _____, and we will know we are successful when we _____.") • Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements.	• Walkthrough results • PLC minutes • Professional Learning opportunities • ACT data		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process.	• PLC sign in sheets, agendas, and notes		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- Determine if learning targets are clear to teachers. - Determine if learning targets are clear to students - Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	demonstrating discussion of curriculum alignment - Walkthrough results - Observation results		
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
CCHS school climate and safety goal is to have an indicator of 74.5 by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 CCHS school climate goal is to have an indicator score of 74 by 2024.	Establishing Learning Culture and Environment	• Ensure discussion of school climate is ongoing action of the PLC's planning process. • Ensure ongoing professional development utilizing PLC's in the area of school climate. • Plan strategically in discussing school climate with students.	• PLC sign in sheets, agendas, and notes demonstrating discussion of school climate • Walkthrough results • Observation results		
Objective 2 CCHS school safety goal is to have an indicator score of 70 by 2024.	Establishing Learning Culture and Environment	• Ensure discussion of school climate is ongoing action of the PLC's planning process. • Ensure ongoing professional development utilizing PLC's in the area of school climate. • Plan strategically in discussing school climate with students.	• PLC sign in sheets, agendas, and notes demonstrating discussion of school climate • Walkthrough results • Observation results		

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):
CCHS had a 2023 postsecondary readiness indicator score of 87%. CCHS postsecondary readiness indicator goal for 2025 is 89%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 CCHS will have an estimated postsecondary readiness indicator goal of 88% by June 2024.	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.") • Construct student-friendly learning targets. • Plan strategically in the selection of high yield instructional strategy usage within lessons.	• Walkthrough results • PLC meeting minutes • Persistence to Graduation spreadsheet • Professional Learning opportunities		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	• PLC sign in sheets, agendas, and notes demonstrating discussion of curriculum alignment • Walkthrough results • Observation results		

Goal 6 (State your postsecondary goal.):
CCHS had a 2023 postsecondary readiness indicator score of 87%. CCHS postsecondary readiness indicator goal for 2025 is 89%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 CCHS will have 88% of students in the economically disadvantage student group who meet Academic or Technical Readiness	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.") • Construct student-friendly learning targets. • Plan strategically in the selection of high yield instructional strategy usage within lessons.	• Walkthrough results • PLC meeting minutes • Persistence to Graduation spreadsheet • Professional Learning opportunities		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students • Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	• PLC sign in sheets, agendas, and notes demonstrating discussion of curriculum alignment • Walkthrough results • Observation results		

| Goal 6 (State your postsecondary goal.): |
| CCHS had a 2023 postsecondary readiness indicator score of 87%. CCHS postsecondary readiness indicator goal for 2025 is 89%. |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): Increase the average 4 year/5 year Cohort Graduation Rate to 93% by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the graduation rate to 92% for all students by June 2024.	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements. • Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.")	• Walkthrough results • PLC meeting minutes • Professional Learning opportunities • Graduation Rate		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students • Determine if assignments/activities/assessments	• PLC sign in sheets, agendas, and notes demonstrating discussion of curriculum alignment • Walkthrough results • Observation results		

Goal 7 (State your graduation goal.): Increase the average 4 year/5 year Cohort Graduation Rate to 93% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		reflect the learning targets students have had the opportunity to learn.			
Objective 2 Increase the graduation rate for student with disabilities to 90% by June 2023	Design and Deliver Instruction with a focus on high yield strategies	• Ensure ongoing professional development utilizing PLC's in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.") • Construct student-friendly learning targets • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	• Walkthrough results • PLC meeting minutes • Persistence to Graduation spreadsheet • Professional Learning opportunities • Graduation Rate • 100% pass rate for Civics test		
	Design and Deploy Standards	• Ensure curricular alignment reviews are ongoing action of the PLC's planning process. • Determine if learning targets are clear to teachers. • Determine if learning targets are clear to students	• PLC sign in sheets, agendas, and notes demonstrating discussion of curriculum alignment		

Goal 7 (State your graduation goal.):
Increase the average 4 year/5 year Cohort Graduation Rate to 93% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	• Walkthrough results • Observation results		

8: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 8 (State your separate goal.):					
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI/ATSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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

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

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

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

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

CSI 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 (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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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