

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.

We feel a great sense of urgency to address the decline in our school as a whole. Our overall Reading score dropped 8.7 points and Math scores dropped 4.6. We also saw a 13.7 drop in the status score for Social Studies.

Along with changes in our instructional approach for tier one students, we must address the needs of our students with disabilities. It is crucial that we set goals to reduce the percent of Special Education students scoring novice. We currently have 77% of Special Education students scoring novice in Social Studies, 60% Reading, 60% Writing, 63% Math, and 53% in Science.

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.

KCWP 2: Design & Deliver Instruction
The school district recently purchased several high quality instructional resources such as McGraw Hill Reveal Math, OpenSciEd for Science, and a focus on Evidence Based materials for reading special educational materials with SRA. McNabb has also invested in Read180 for reading intervention.

KCWP 3: Design & Deliver Assessment Literacy
The Student Assistant Team analyzes the progress of student performance through MAP assessments and classroom data to help identify students needing intervention. Teachers also use Mastery Connect assessments and review data during weekly PLC meetings to identify student groups and pull students for reteaching opportunities to close educational gaps.

KCWP 5: Design, Align, and Deliver Support
McNabb has weekly PLC meetings and grade level department meetings with an instructional coach and/or administrator actively participating. Once a month, the Student Assistance Team meets to monitor progress and determine next steps. The Special Education Department meets once a month in addition to the weekly PLC and department meetings. New Teachers participate in the district New Teacher Programs offered.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Medium	Declined
State Assessment Results in science, social studies and writing	Medium	Declined
English Learner Progress	No Data Available	No Data Available
Quality of School Climate and Safety	Low	Maintained
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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
<p>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.</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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take 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 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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2028, 75% of all students will score proficient or distinguished in the areas of reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, 59.5% of McNabb Middle students will be P/D in the area of reading.	KCWP 1 KCWP 2 KCWP 3 KCWP 4 KCWP 5	Reading Intervention/ Power Hour groups, including Read180 program	MAP and Case 21	Read 180	Remaining ESSER Title II (Purchased Read180)
		Small group reading instruction during co-teach setting.	Students exiting Intervention	Winter Map Benchmarks	
		Increase intentional “I Do” modeling for test taking strategies and best practices.	Increase in KSA Scores and unit assessment scores	End of Unit Summative Assessments	
		Intentional annotation and explanation of learning targets	Increase in walk-throughs & coaching cycles for ALL targets	Feedback to teachers utilizing the MoCo Method	
		Provide feedback to teachers based upon walk through data.			
		Increase the amount of independent practice for students: cold read passages, independent reading, and independent annotation of text			
		Monitor progress of standards & make adjustments in curriculum maps in December & March using MVPA and summative questions.			
		Objective 2 By 2024, 43.4% of all students will be P/D in the area of math.	KCWP 2 KCWP 3 KCWP 4 KCWP 5	Math Intervention Groups/ Power Hour including ALEK Program pilot	
Intentional plan for spiral review throughout each unit.	Students exiting intervention			End of Unit Summative Assessments	
Station Teaching in coteach setting for those involved in cadre.	Increase in KSA Scores and unit assessment scores			Feedback to teachers utilizing the MoCo Method	
Data meetings after each summative assessment	Increased rigor and instruction				
Provide feedback to teachers based upon walk through data and implementation of high quality					

Goal 1 (State your reading and math goal.): By 2028, 75% of all students will score proficient or distinguished in the areas of reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional resource (McGraw Hill).			
		Math Intervention Groups/ Power Hour including ALEK Program pilot			

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

Goal 2 (State your science, social studies, and writing goal.): By 2028, McNabb will have an indicator score of 74.5 in Science, Studies and Writing combined.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, 35% of McNabb Middle students will be P/D in the area of Science.	KCWP 1 KCWP 2	Implement Open SciEd across all three grade levels using our vertical curriculum map	Increase in KSA Scores and unit assessment scores	End of unit assessments MVPA assessments (Dec/Jan and Mar/April)	SBDM (Pimser Trainings) District (MVPA)
	KCWP 2	Provide opportunities for students to increase communication in scientific ways.	Increase in walk-throughs & coaching cycles	Walkthroughs	
		Incorporation of phenomena charts & graphs implementation throughout units			
	KCWP 2 KCWP 4 KCWP 5	Data meetings after each summative assessment	Increase in student ownership of lessons using OpenSciEd		
		Pimser Science training for Science teachers (one per grade level)			
		Utilize Case 21 Bank of questions			
	KCWP 6	Provide feedback to teachers based upon walk through data regarding MoCo Method and specific focus for Claim Evidence Reason, annotating readings, notes and notices)	Classroom norms (respectful & equitable) established across all science classrooms.		
Objective 2 By 2024, 46% of students will be P/D in the area of Social Studies.	KCWP 2 KCWP 4 KCWP 5 KCWP 2	Intentional Spiral Review built into pacing guide	Increase in KSA Scores and unit assessment scores	End of Unit Summative Assessments	N/A
		Gradual release of practice with maps, timelines, charts, and graphs		MVPA Assessment (8 th grade) – Dec/January and Mar/April	
	KCWP 4 KCWP 5	Data meetings after each summative assessment		Department & Vertical Alignment Meetings	

Goal 2 (State your science, social studies, and writing goal.): By 2028, McNabb will have an indicator score of 74.5 in Science, Studies and Writing combined.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide feedback to teachers based upon walk through data.			
	KCWP5	Build Master Google Drive for Social Studies Department	High Quality Instructional Resources organized for teachers		
	KCWP 3	Incorporate bellringer questions and assessment questions from bank of questions from Mastery Connect and released items.	Rigorous Assessments aligned with standards		
Objective 3 By 2023, 44%of students will be P/D in the area of Writing.	KCWP 2 KCWP 3 KCWP 4 KCWP 5	Data meetings after each summative assessment	Increase in KSA Scores and unit assessment scores	Professional Learning Communities Department/Vertical Team Meetings	N/A
		Incorporate strategies from the Kentucky Writing Project & resources from District Curriculum Coaches	Grade Level Pacing Documents		
		Provide feedback to teachers based upon walk through data.			
		Intentional focus on Language Mechanics Instruction			
		Build on Common Language across 6 th , 7 th , and 8 th grade Writing Instruction			

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 2024, 24 % of Special Education students will be P/D in the area of reading.	KCWP 2 KCWP 4 KCWP 5	Training through CKEC for station teaching. (will be fully implemented 2024-2025)	Instruction aligned with goals and support student learning	Special Education and Content Department Meetings Professional Learning Communities Data Meetings throughout school year	N/A
		Align reading goals on IEP with resource instruction – begin implementation of SRA Reading	Student participation/engagement in small group instruction		
		Provide feedback to teachers based upon walk through data.	Resource instruction focused on goals		
		Participate in Department Planning, Professional Learning Communities with regular education teachers, and New Teacher Cadre for Special Education Staff.			
		Monitor progress of SpEd students in data meetings throughout the year			
Objective 2 By 2023, 20 % of Special Education students will be P/D in the area of math.	KCWP 2 KCWP 4 KCWP 5	Training through CKEC for station teaching and implementation with Cohort 1 inside a math classroom (6 th , 7 th , and 8 th grade)	Instruction is aligned with goals Ensure instruction	Special Education and Content Department Meetings Professional Learning Communities Data Meetings throughout school year	N/A
		Align math goals with resource instruction			
		Provide feedback to teachers based upon walk through data.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Monitor progress of SpEd students in data meetings throughout the year			
		Administrator & Instructional Coach will participate in CKEC Training for “Naming & Claiming” students with Special Needs			
		Participate in Department Planning, Professional Learning Communities with regular education teachers, and New Teacher Cadre for Special Education Staff.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): McNabb Middle School will increase the number of students demonstrating at least a half point growth from 25% to 28% by the year 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Demonstrate an increase in growth from 25% to 26% as measured by WIDA ACCESS for ELs.	KCWP 2 KCWP 5	Professional Learning- This will be provided through PLC's, Data Day, faculty meetings and beginning of the year trainings	Completion of training	Ongoing	Title III
	KCWP5 KCWP6	Reviewing data and conferencing with teachers to complete Program Services Plan.	Completion and implementation of PSP.	Yearly	
		EL teacher will pull students to provide resource opportunities and specialized instruction to enhance English language development.	Increase in Access scores	Yearly	
		Digital Programming to enhance ELD (Mango, ELLII)	Completion of tasks	Weekly	

5: Quality of School Climate and Safety

<p>Goal 5 (State your climate and safety goal.): By 2028, McNabb will have an overall indicator score of 75. 21-22 64.4 Climate 67.9 Safety 60.9 22-23 62.55 Climate 66.2 Safety Index Score 58.9</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024 school year the climate index indicator will increase from 66.2% to 72%</p>	<p>Thematic Unit to be unified within Co-Curriculum Classes that have a focus on SEL.</p>	<p>Teachers collaborate to address respect from each other’s differences with a thematic unit of learning with various learning outcomes that focus on addressing the differences of others’.</p>	<p>Reduce Bullying and harassment reports in IC.</p>	<p>Monthly meeting w/admin Co-Curriculum meeting to collaborate</p>	<p>None</p>
	<p>Thematic Unit to be unified within Co-Curriculum Classes that have a focus on SEL.</p>				
<p>Objective 2 By 2024 school year the safety index indicator will increase from 58.9 to 66%</p>	<p>Tribe Rewards</p>	<p>Tribe Rewards</p>	<p>Behavior Referrals, Positivity Rates, Academic, Grades</p>	<p>School Culture Team</p>	<p>Student Incentive Account \$5,000 Fundraising (Dance, Boo Grams, Valentines, Kona Ice</p>
		<p>Triumph-Yearly</p>			
		<p>Remarkable-First Semester</p>			
		<p>Inspiring-9 Week Reward</p>			
		<p>Beneficial-4 Week Reward</p>			
	<p>Efficient-2 Week Reward</p>				
<p>Review School wide, classroom, hallway, cafeteria, auditorium, gym, bus expectations</p>	<p>Teach and Review During the following times of the year: Start of school year and after the following breaks: Thanksgiving, Winter, and Spring Break.</p>	<p>Decrease in classroom behavioral referrals for areas.</p>	<p>Review Monthly Data <ul style="list-style-type: none"> • SBDM • School Culture Team Feedback given to staff monthly</p>	<p>Signage \$1,000</p>	
					<p>Add a student survey for students to take in regards to school safety and climate.</p>

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

<p>Components of Turnaround Leadership Development and Support:</p>
<p>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?</p> <p>Response: Montgomery County Schools will engage all school leadership in a focused and targeted professional learning sequence. First, both district and school administrators will continue to work through the book <i>Great Instruction Great Achievement for Students with Disabilities</i> by John L. O’Connor. This book was the focus of professional learning for part of the 22-23 school year and will continue to be discussed in monthly Principal Learning Labs. In addition to the book study, school and district administrators will identify schools in Kentucky that have similar demographics but whose subpopulation is performing well according to recent KSA data. The district and school level administration will continue to engage in a book study with the book <i>Clarity for Learning</i> by John Almarode and Kara Vandas. During the 23-24 school year, district and school administration have focused on improving Specially Designed Instruction (SDI) by ensuring staff are trained in with SDI Tools. Administration and instructional coaches are also participating in trainings for station-teaching implementation with a small co-hort this year, with full implementation at the beginning of next year.</p>
<p>Identification of Critical Resources Inequities:</p>
<p>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.</p> <p>Response: A thorough needs assessment was completed by both the district and school level teams to review for resource inequities. Due to the increase in funding from ESSER allocations, money was not determined to be a factor. In addition, each building’s special education staffing allocation is determined based on the number of special education students served. Special education teacher caseloads were determined to be at an adequate number based on the number of students with disabilities (most range from 10 – 15 students on their caseload). However, it was determined that if in the future an emphasis was placed on co-teaching that there could be a need to allocate additional staffing in order to provide appropriate planning time as well as support for students. The one area that the teams identified as a possible contributing factor to the underperformance of students with disabilities was the amount of time provided for planning and professional learning for both special education and general education teachers. Oftentimes, teachers are losing their planning due to having to cover classrooms due to a substitute teacher shortage, or participating in ARC meetings or other parent meetings, and other duties that pull them away from being able to co-plan and review data. One way that the school, through district support, has begun to address this inequity is by providing release days for professional learning as well as paid time after the workday to engage in planning and professional learning. While this has helped some, the need is still great.</p>

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:
The process used to review the learning culture related to the school’s students with disabilities was completed through multiple activities. First, school and district administrators reviewed the data around this subgroup through our district MTSS structure (data reviewed was academic, behavior, mental health, and attendance). In addition, school walkthroughs generated data around explicit instruction and areas of growth. Data was also reviewed by teacher teams on a district provided “data day” in the fall of 2023. Further, the SBDM Council reviewed data, approved achievement gap targets, and approved a school improvement plan for addressing targeted subgroups and increasing student achievement for all. The comprehensive data review revealed a need to be more intentional when creating master schedules and creating specially designed instruction. In addition, McNabb Middle School help a Parent Informational Night during the month of November to gather input from parents.

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:
Montgomery County Schools will continue to focus on two specific evidence-based practices put in place during the 22-23 school year to support students with disabilities. First, administration will continue to focus on “clarifying and sharing clear learning goals” through a variety of methods including a book study and professional learning to support implementation and professional learning of all teachers (general and special education). Second, the school and district team will continue to implement “explicit teaching and modeling.” Both evidence-based practices have been proven to increase student achievement with not only students with disabilities, but with all students.

In order to monitor implementation and ensure it is implemented with fidelity, the district and school teams will review and update monthly during the district MTSS meetings as well as reviewed by district leadership during weekly cabinet meetings. In addition, both district and school teams will conduct specific, targeted classroom visits to monitor and provide feedback on co-teaching and resource classrooms. Further, additional classroom visits will be conducted to observe and provide feedback on Tier One instruction.

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
Co-Teaching	Weiss, Troy, "Co-Teaching and Its Effect on Student Growth" (2017). All Capstone Projects. 320. http://opus.govst.edu/capstones/320	<input checked="" type="checkbox"/>
Clarifying and Sharing Clear Learning Goals	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Explicit Teaching and Modeling	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>

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.	<input checked="" type="checkbox"/>
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