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

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the 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.): By 2025, the school will increase percentage of proficient/distinguished students in both math and reading by 20%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, the school will increase the percentage of proficient/distinguished in math from 40% to 62.8%.	KCWP 2: Design and Deliver Instruction All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence based core instruction, provided to all students in the classroom. Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Measured by the 2022-2023 School Report Card	Weekly PLC common assessment data both formative and summative CERT assessments Reading Plus Data 10th and 11th grade fall and spring ACT data Number of seniors college ready in Math and Reading Gear Up will work with 10th and 11th graders in the areas of Math and Reading to provide targeted support.	PD Money –high yield instructional strategies
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Measured by the 2022-2023 School Report Card		
	KCWP 6: Establishing Learning Culture and Environment The environment in which students learn and the support they are offered to meet their individual needs is just as important as a solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Measured by the 2022-2023 School Report Card		
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Measured by the 2022-2023 School Report Card	Use Educlimber for Data discussions in PLCs	
		Implement formal and informal processes that teachers and students utilize to gather evidence	Measured by the 2022-2023 School Report Card		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.	to directly improve the learning of students assessed.			
		Train teachers in Continuous Classroom Improvement.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports	PD Money –high yield instructional strategies
Objective 2 By 2023, the school will increase the percentage of proficient/distinguished in reading from 53% to 74.9%		Offer tutoring 4/5 days after school in both subject areas for all students.	Measured by the 2022-2023 School Report Card and tutoring ESS Data	Monitoring of student tutoring time logs turned in for ESS	ESS Money
		Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0
		Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and local law enforcement, if applicable per policy).	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0
		Ensure that classroom policies and procedures align with the school's Code of Conduct.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0
		Ensure the expectations of students are clearly defined, and		Biyearly Review survey of Working Conditions	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		that group norms have been established within the classroom.			
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0
		Train teachers on using edulastic software for test generating KSA test-like questions.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports	PD Money/ Gear Up

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, the school will increase the Separate Academic Indicators scores by 10%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in science from 15% to 41% by 2023.	KCWP 2: Design and Deliver Instruction All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence based core instruction, provided to all students in the classroom. Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Measured by the 2022-2023 School Report Card	Weekly PLC common assessment data both formative and summative CERT assessments Science Assessment aligned to KPREP blueprint Social Studies Assessment aligned to KPREP blueprint 10th and 11th grade fall/spring ACT data Track number of seniors college ready in English Offer tutoring for all three subjects Gear Up will work with their cohort Use Edulastic to create KSA like assessments	PD Money –high yield instructional strategies
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Measured by the 2022-2023 School Report Card		
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Measured by the 2022-2023 School Report Card		
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Measured by the 2022-2023 School Report Card		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Measured by the 2022-2023 School Report Card		
		Train teachers in Continuous Classroom Improvement.	Measured by the 2022-2023 School Report Card	Number of teachers trained	PD Money –high yield instructional strategies
Objective 2 Increase proficiency on the OnDemand writing test from 34% to 49.2% by 2023 and editing and mechanics from 54% to 60%.		Offer tutoring 4/5 days after school in both subject areas for all students.	Measured by the 2022-2023 School Report Card	Monitoring of student tutoring time logs turned in for ESS	ESS Money
		Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0
		Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and local law enforcement, if applicable per policy).	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0
		Ensure that classroom policies and procedures align with the school's Code of Conduct.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Measured by the Working Conditions Goal on School Report Card/TELL Data and MTSS Data	Biyearly Review survey of Working Conditions	$0
Objective 3 Increase proficiency on the Social Studies test from 41% to 51%		Train teachers on using edulastic software for test generating KSA test-like questions.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports	PD Money/ Gear Up

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 proficiency in math of our population with disability from 14% to 20% by 2023. _____ Objective 2 Increase proficiency in reading of our population with disability from 18.2% to 30% by 2023.	KCWP 2: Design and Deliver Instruction All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence based core instruction, provided to all students in the classroom. Teachers must implement evidence based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.	We will train and implement Jim Shipley's Continuous Classroom Improvement strategies into our classroom.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports	PD Money –high yield instructional strategies	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports PLC data and discussions Curriculum Alignment Standards work District PLCs	PD Money –high yield instructional strategies	
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports PLC data and discussions Curriculum Alignment Standards work District PLCs	$0	
Objective 3 Increase proficiency in other academic indicators of our population with disability from 20% to 35% by 2023.		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports PLC data and discussions Curriculum Alignment Standards work District PLCs	$0	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports PLC data and discussions Curriculum Alignment Standards work District PLCs	$0	
		Tutoring in all core subject areas		Monitoring of student tutoring time logs turned in for ESS	ESS Money	
		Train teachers on using edulastic software for test generating KSA test-like questions.	Measured by the 2022-2023 School Report Card	Number of teachers trained Classroom progress reports	PD Money/ Gear Up	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025-2026, 100% of EL students will increase their composite score on the ACCESS assessment by at least two performance levels as defined by the English Language Progress Value Table.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2022-2023 school year, 100% of EL students will increase their composite score on the ACCESS assessment by .05 levels.	KCWP 5: Design, Align and Deliver Support The school will put a support system in place to ensure appropriate academic interventions are taking place to meet the needs of students in the ELL/ESL program.	Students will be provided with 20 minutes of Imagine learning four times per week in the courses ESL1 and ESL2.	Imagine Learning reports, Access reports	EL teacher will collectively monitor EL students data on a monthly basis	District funding for EL teacher
		Students who are more advanced in their English will be provided mentoring time with our EL teacher everyday to work on skills and provide support with school work.	Ellevation reports, Access reports,	EL teacher will collectively monitor EL students data on a monthly basis	District funding for EL teacher
		Students will set attainable goals with the EL teacher based on ACCESS results within Ellevation	Ellevation reports, Access reports	EL teacher will collectively monitor EL students data on a monthly basis	District funding for EL teacher
		Teachers will use Ellevation strategies to assist EL students in reaching their EL goals.	Ellevation reports, Access reports	EL teacher will collectively monitor EL students data on a monthly basis	District funding for EL teacher

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2023-2024, Reduce the number of bullying/harassment events by 10%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, reduce the number of bullying and harassment events from 151 events to 135 events.	KCWP 6: Establishing Learning Culture and Environment	Implement eOS software to track students with hallpasses, employability skills, and set behavior goals	Measured by the 2022-2023 School Report Card	All teachers will use the eOs system	$3000 per year
	The school will put a support system in place to reduce behavioral infractions in the area of bullying and harassment.	Implement a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.	Measured by the 2022-2023 School Report Card	MTSS team will monitor data and meet to discuss implementation success	$0
		Establish Green Dot Program	Measured by the 2022-2023 School Report Card	School social worker and safety & discipline team will monitor data and meet to discuss implementation success	$0

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By the 2023-2024 school year we want to increase postsecondary readiness for our students with disabilities by 20%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase post secondary readiness of our population with disability from 22.6% to 43%	KCWP 4: Review analyze apply data results The school will establish a system for examining, interpreting, and tracking all of the data that is available to make students college and career ready.	Create detailed monitoring system to track students achievement on ACT, dual credit & career pathway readiness	Measured by the 2022-2023 School Report Card	Principals, counselors, case managers, classroom teachers will have access to the data tracking sheet and work to increase CCR readiness	$0
		Ensure students are placed in the correct pathways/next course by having progress meetings with students each year.	Measured by the 2022-2023 School Report Card	Counselors or case managers will meet 1-1 with students	$0
		Provide co-teaching support in dual credit classes outside of the core classes to ensure students with IEPs have their needs met.	Measured by the 2022-2023 School Report Card	Add co-teaching classes in elective areas to master schedule	Funding for teachers if needed
		Increase the number of dual credit courses we offer at MCHS	More dual credit courses on the schedule card	Do we have eligible teachers to teach the dual credit courses? Can universities provide instructors?	$0

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): Increase the graduation rate indicator to 95% by 2025

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the graduation rate from 91.8% to 93.5% by 2023	KCWP 6: Establishing Learning Culture and Environment The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.	· Ensure culturally responsive behaviors are modeled among faculty, staff, and students. · Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity. · Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and local law enforcement, if applicable per policy).	Measured by the 2022-2023 School Report Card	Quarterly Measuring of failure reports and on track for graduation.	$0

8: Other (Optional)

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:
The MCHS Administrative team will use methods of continuous improvement to increase student achievement for the underperforming subgroups. The team will first study the data and determine areas where improvement can be implemented. Next, we will meet with counselors, teachers, and students as needed to develop a plan to address the needs of underperforming groups and determine strategies we can use to increase students' achievement. Clear communication about the goal will ensure everyone understands and can work together to meet the needs of our students. We have identified that we will be focusing on overall tier 1 instruction and specifically targeting our students with disabilities gap group in core academic areas, college and career readiness, and graduation rate.

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:
During the dive into data we realized just on the surface level we had some mistakes within our data. Over 50 NOCTI tests were not included in our TEDS program and many of our students who would have been career ready were not up to date in the system. In the past month we have trained additional staff on TEDS and put the correct personnel in place to ensure accurate data keeping and reporting. We have created a school wide data tracking system to monitor each student and their progress toward college and career readiness. This system includes ways to update the data after each assessment and/or semester to make sure we are alway making decisions with the most up to date information. Madison county schools taking local control of the area technology center has also allowed the MCHS administration to streamline the process and work closer with those involved in the career aspect of our CCR Data.
To specifically target our students with disabilities we have met with our district special education directors, our local special education coordinator and teachers to create a plan to help ensure our efforts were making the greatest impact possible. We have noted that when building our master schedule we may need to consider providing support outside of core academic content areas to CTE teachers to make sure the needs of our population with disabilities are being met at a high enough standard to allow them to be most successful. This would include but is not limited to co-teaching placements in dual credit courses for CTE credit and general academic credit as well as career pathway courses. In addition to providing additional help in these areas we will be looking to provide support like edulastic, which is a KSA like test generator that teachers can use to help students familiarize themselves with "how to take the test" while learning current classroom content. We have realized that teacher turnover has produced inexperienced teachers and content specific gaps in areas specifically related to tested core courses like English and Math. We assume that new SED teachers know how to teach the content they need to cover in a resource classroom. We are going to strategically pair new teachers not only with a peer SED teacher but also with a mentor content teacher to help them with the curriculum.

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:
Our process included our chief academic officer for the district, our district assessment coordinator, our director and special education as well as building level admin team and teachers drilling down in the data to determine specific needs of students with disabilities at Madison Central. We have developed a CCR tracking data sheet as well as training for our SED teachers to better equip them in placing students to be successful in their college or career aspirations. Meeting with each SED teacher 1-1 as well as a whole has helped us share the vision and goal and ensure we are all on the same page when it comes to identifying, placing and supporting students' needs. The administration team is also committed to improving tier one teaching strategies with evidence- based practices. We will develop a group of coaches that are exemplary in these practices and train/coach other teachers in these areas. These coaching and modeling sessions will be on every PD day as well and during planning periods throughout the year.

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 below 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 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 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: ● Clarity of teaching (target, rationale, activity/success criteria--.75 effect size) ● Higher-level questioning using Bloom's Taxonomy (.48 effect size) ● I do, we do, you do: scaffolding and modeling with examples and non-examples (.82 effect size) ● Feedback and checks for understanding (.70 effect size)	Hattie, J. (2015). The applicability of Visible Learning to higher education. *Scholarship of Teaching and Learning in Psychology, 1*(1), 79–91. https://doi-org.libproxy.eku.edu/10.1037/stl0000021 (effect size)	☒
● Targeted Enrollment in Dual Credit College and Career Courses	https://www.sreb.org/sites/main/files/file-attachments/dual_enrollment_2020.pdf?1595860864	☒
● Reading Plus for struggling readers	US Department of Education: Institute of Education Sciences. (2010, September). *WWC Intervention Report: Reading Plus.* What Works Clearinghouse. Retrieved December 9, 2022, from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readingplus_091410.pdf	☒
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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:**

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) 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 eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

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

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