

Garrison Elementary 2023-2024 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.

Decreasing the novice
Increasing proficient and distinguished

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.

Improving Tier I instruction, MTSS instruction, quality assessments, utilizing data to drive instruction

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Medium	Increased Significantly
State Assessment Results in science, social studies and writing	Medium	Increased Significantly
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Medium	Declined
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

<p>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.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon 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 that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the 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.): <i>By 2026, Garrison Elementary will increase the combined Reading and Math percentage of proficient/distinguished students to 52%.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the proficiency score in reading from 51% in 2023 to 56% in 2024.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an on-going action of the PLC’s planning process. Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Master is defined as 80% of students scoring 80% on the assessment.	Increase- KSA	Pacing Guides Walkthrough data	\$0
		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.	Increase- KSA	PD Agendas Pacing Guides	PD Funds Title I
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Increase- KSA	Pacing Guides Assessment Tracking Sheets	\$0
	KCWP 2: Design and Deliver Instruction	I-READY Standards Mastery Reading Tests. Results are utilized to measure the standards mastered and deficiencies. Deficiencies will be addressed by classroom teachers.	Increase- KKSA i-Ready District Scrimmages	Standard Mastery	Lewis County School District
		Ensure congruency is present between standards, learning targets, and assessment measures. Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed using Bloom’s Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards.	Increase- KSA	GLM Agendas Formative Assessment Data i-Ready Data Walkthrough Data	\$0
		The district has hired a program consultant, Angela Hilterbrand, to provide on-going professional learning in reading and writing. Consultant will provide strategies for teachers to use to improve student reading and writing.	Increase- KSA District Scrimmages i-Ready	PD Calendar ELA Assessment Results	PD Funds Title I
		Create formative and summative assessments that are aligned to standards. Teaching staff will meet to analyze student evidence and learn to determine instructional improvements.	Increase- KSA District Scrimmages i-Ready Classroom Data	Classroom Assessment Data	\$0
		A Kindergarten teacher and Principal is going through the LETRS training. All Special Education Teachers, a Kindergarten Teacher, and the Principal took the Orton-Gillingham training summer 2023.	i-Ready Classroom Data	Classroom Assessment Data i-Ready Data	Lewis County School District

Goal 1 (State your reading and math goal.): <i>By 2026, Garrison Elementary will increase the combined Reading and Math percentage of proficient/distinguished students to 52%.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Garrison Elementary is incorporating Heggerty into reading instruction to help phonological awareness and phonics.	Increase- KSA i-Ready Classroom Data	Classroom Assessment Data i-Ready data	Instructional Funds to Purchase Heggerty
	KCWP 5: Design, Align, and Deliver Support	Garrison Elementary along with the Lewis County School District will develop/revise an Implementation Plan to increase the number of students who are ready for Kindergarten that will include a Kindercamp prior to school starting.	Kindercamp Sign-in Brigance data	Kindercamp Sign-in Sheets Brigance data	Title I
		Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE). Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. The staff will provide support based on the results of the Kindergarten screener.	Brigance Data Classroom Data GLM Agendas	Brigance Data Classroom Data GLM Agendas	\$0
Objective 2 Increase the proficiency score in math from 47% in 2023 to 52% in 2024.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an on-going action of the PLC's planning process. Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Master is defined as 80% of students scoring 80% on the assessment.	Increase- KSA Walkthrough Data	Pacing Guides Walkthrough Data	\$0
		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.	PD Agendas Pacing Guides	PD Agendas Pacing Guides	PD Funds Title I
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Increase- KSA	Pacing Guides Assessment Tracking Sheets	\$0
		Assess the effectiveness of math materials that were purchased for core instruction for K-6 (Go Math) and RTI instruction (Do the Math and Mountain Math). GES also uses Achieve the Core-Ready Common Core and Simple Solutions.	Increase- KSA i-Ready Results Classroom Assessments	KPREP i-Ready Results Classroom Assessments	\$0
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed using Bloom's Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards.	Increase- KSA Classroom data District Scrimmages i-Ready	GLM Agendas Formative Assessment Data i-Ready Data Walkthrough Data	\$0
		I-READY Standards Mastery Math Tests. Results are utilized to measure the standards mastered and deficiencies. Deficiencies will be addressed by classroom teachers.	Increase- KSA i-Ready	Standard Mastery	Lewis County School District

Goal 1 (State your reading and math goal.): <i>By 2026, Garrison Elementary will increase the combined Reading and Math percentage of proficient/distinguished students to 52%.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Create formative and summative assessments that are aligned to standards. Teaching staff will meet to analyze student evidence and learning to determine instructional improvements.	Increase- KSA District Scrimmages i-Ready Classroom Data	Classroom Assessment Data	\$0
		Garrison Elementary has a math intervention teacher that is working with students in math grades k-6.	Increase- KSA District Scrimmages i-Ready Classroom Data	Classroom Assessment Data i-Ready data	Lewis County School District
	KCWP 5: Design, Align, and Deliver Support	Garrison Elementary along with the Lewis County School District will develop/revise an Implementation Plan to increase the number of students who are ready for Kindergarten that will include a Kindercamp prior to school starting.	Kindercamp Sign-in Brigance Data	Kindercamp Sign-in Sheets Brigance Data	Title I
		Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE). Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. The staff will provide support based on the results of the Kindergarten screener.	Brigance Data Classroom Data GLM Agendas	Brigance Data Classroom Data GLM Agendas	\$0
		ESS-targets students (intensive and supplemental students) in Math and Reading.	Increase- KSA i-Ready	ESS-targets students (intensive and supplemental students) in Math and Reading.	ESS Funds

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, Garrison Elementary will increase the combined Science, Social Studies, and Writing percentage of proficient/distinguished students to <u>55.0%</u> .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the proficiency score in Science from 42% in 2023 to 47% in 2024.	KCWP 4: Review, Analyze, and Apply Data	Students will complete two Through Course Tasks at each grade level. One each will be completed in the Fall and Spring. Results will be analyzed to make instructional improvements.	Analysis of TCT results	Analysis of TCT results	\$0
		Students will use Flocabulary, Simple Solutions, Mystery Science, and classroom assessments to analyze what is working then apply that data to improve.	Increase- KSA Flocabulary Simple Solutions Mystery Science Classroom Assessments	Analysis of KPREP Flocabulary Simple Solutions Mystery Science Classroom Assessments	Lewis County School District
	KCWP 2: Design and Deliver Instruction	An administrator will conduct walk-through observations on a schedule of 2 per month for each teacher based on the Danielson Framework.	Walk-through Data	Analysis of Walk-through Data	\$0
		Restructure of the master schedule to provide an equal amount of instructional time.	Master Schedule Increase- KSA	Master Schedule Classroom Data	\$0
Objective 2 Increase the proficiency score in Social Studies from 32% in 2023 to 39% in 2024.	KCWP 4: Review, Analyze, and Apply Data	Students in 5th Grade will take the end of unit Social Studies assessments. Students will be expected to score 80% or better.	Analysis of Social Studies Assessments	Analysis of Social Studies Assessments	\$0
		Students will use Flocabulary, Simple Solutions, and classroom assessments to analyze what is working then apply that data to improve.	Increase- KSA Flocabulary Simple Solutions Classroom Assessments	Analysis of KPREP Flocabulary Simple Solutions Classroom Assessments	Lewis County School District
	KCWP 2: Design and Deliver Instruction	An administrator will conduct walk-through observations on a schedule of 2 per month for each teacher based on the Danielson Framework.	Analysis of Walk-through Data	Analysis of Walk-through Data	\$0
		Restructure of the master schedule to provide an equal amount of instructional time.	Master Schedule KSA	Master Schedule Classroom Data	\$0
Objective 3 Increase the proficiency score in Combined Writing from	KCWP 4: Review, Analyze, and Apply Data	Students will be given a District On-demand scrimmage three times per year. Students will score proficient or better.	Analysis of On-demand Scrimmage Scores	Analysis of On-demand Scrimmage Scores	\$0
		Students will use Flocabulary, typing.com, and classroom assessments to analyze what is working then apply that data to improve.	Increase- KSA Flocabulary, and Classroom Assessments	Analysis of KPREP, Flocabulary, and Classroom Assessments	Lewis County School District

Goal 2 (State your science, social studies, and writing goal.): By 2026, Garrison Elementary will increase the combined Science, Social Studies, and Writing percentage of proficient/distinguished students to <u>55.0%</u> .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
49% in 2023 to 54% in 2024.	KCWP 2: Design and Deliver Instruction	An administrator will conduct walk-through observations on a schedule of 2 per month for each teacher based on the Danielson Framework.	Analysis of Walk-through Data	Analysis of Walk-through Data	\$0
		Restructure of the master schedule to provide an equal amount of instructional time.	Master Schedule Increase- KSA	Master Schedule Classroom Data	\$0

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 combined Reading, Math, Science, Social Studies, and On demand Writing KPREP Proficient/Distinguished scores for all gap groups at Garrison Elementary by 5% in each subject area while reducing the percentage of students scoring Novice by 5% by 2026.	KCWP 2: Design and Deliver Instruction	Train teachers in using and integrating digital resources that align with reading and math content standards.	Increase- KSA Lexia I-Ready Simple Solutions Flocabulary	PD Sign-in sheets Agendas	Instructional funds District- Teacher Salary
		Staff will work collaboratively to define instructional best practices to improve all tiers of instruction in reading and math.	Increase- KSA	Summer PD Agendas GLM Agendas Kagan	\$0
		Phonics instruction is an area of deficit according to data. Students that need additional phonics instruction will receive instruction and practice daily. Progress will be monitored as needed per each child and their needs.	Increase- KSA Lexia I-Ready Simple Solutions	Lexia i-Ready Simple Solutions Heggerty Phonics tracking sheets	Lewis County School District GES Instructional Funds
		Garrison Elementary has a math intervention teacher that is working with students in grades k-6.	Increase- KSA District Scrimmages i-Ready Classroom Data	Classroom Assessment Data i-Ready Data	Lewis County School District
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will analyze student achievement by gap groups, relative to KSA, i-Ready, and classroom assessments to ensure student instructional needs are being met.	Increase- KSA i-Ready Lexia Simple Solutions Classroom Data District Scrimmages	Testing Schedules Adjustments in Instructional Groupings GLM Agendas	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Staff will analyze i-Ready data three times per year to form intervention groups-Benchmark, Supplemental, and Intensive to address specific individual needs.	i-Ready	RTI Schedule Progress Monitoring Data Testing Schedules	\$0
	KCWP 5: Design, Align, and Deliver Support	Administration and teachers will work collaboratively to continually improve the RTI system for students not being successful. All students will be assessed using i-Ready as a universal screener. Students will be progress monitored using probes for Reading and Math.	i-Ready	RTI schedule Progress Monitoring Data Testing Schedules	\$0
		Administrators will conduct walk-through observations on a schedule of 2 per month for each teacher based on the Danielson Framework.	Walk-throughs Formal Observations	Walk-through Data	\$0
		Co-teaching and collaborative model with regular education teachers, math interventionist teacher, and special education teachers working together.	Increase- KSA i-Ready Lexia	Schedules	\$0

4: English Learner Progress

Goal 4 (State your English Learner goal.): Currently zero ELL at Garrison Elementary School. Lewis County Schools is a district that is equipped to educate all students including immigrants and students who speak a language other than English.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The Home Language Survey is included in the enrollment packet for Lewis County Schools.	KCWP 4: Review, Analyze, and Apply Data	Enrollment, Identification, and Initial Placement of ELLs The Home Language Survey identifies students whose first language is not English.	Home Language Survey	Home Language Survey	\$0
		Administration and teachers will work collaboratively to continually improve the ELL system for all students. English Instruction/Immersion to English Language Learners through collaboration and professional development. The school will provide pull-out resource time or after-school tutoring for students who are in the beginning stages of English development.	Grade Reports Common Assessments Benchmark Assessments (if applicable) Teacher/Student/Parent Input	Collect and Record Data Each Grading Period Common Assessments Benchmark Assessments (if applicable) Listening, Speaking, Reading, Writing Skills Teacher/Student/Parent Input	\$0
Objective 2 Upon receiving the Home Language Survey, the District ELL Coordinator makes arrangements to administer the WIDA Screener to the ELL students.	KCWP 4: Review, Analyze, and Apply Data	Exited EL students are monitored for four years after meeting the Kentucky requirements for English proficiency.	Grade Reports Common Assessments Benchmark Assessments (if applicable) Teacher/Student/Parent Input	Collect and Record Data Each Grading Period Common Assessments Benchmark Assessments (if applicable) Listening, Speaking, Reading, Writing Skills Teacher/Student/Parent Input	\$0
		English proficiency and growth are measured each year (January) using WIDA Access for ELs Online Assessment grades 1-12 and K-Access for Kindergarten.	WIDA Access K-Access	Listening, Speaking, Reading, Writing Skills WIDA Access or K-Access	\$0 State Funded
		Administration and teachers will work collaboratively to continually improve the ELL system for all students. All students will be assessed using WIDA as a universal screener.	WIDA Access K-Access	Listening, Speaking, Reading, Writing WIDA Access or K-Access	\$0 State Funded

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, Garrison Elementary will increase the climate and safety score from 76.6 to 82.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the number of students that respond strongly agree or agree with the statement: Students being mean or hurtful to other students is a problem for this school. From 55.9% in 2023 to 35% in 2024.	KCWP 2: Design and Deliver Instruction	The school counselor will implement Character Strong lessons to all students.	Increase-Climate and Safety Survey	Counselor GLM Agendas	GES Instructional Funds
		Kindness Initiative for the entire school all year (every year).	Increase-Climate and Safety Survey	Counselor GLM Agendas	GES Instructional Funds
	KCWP 4: Review, Analyze, and Apply Data	Staff will work collaboratively to ensure that students feel safe and welcome.	Increase-Climate and Safety Survey	Counselor GLM Agendas	\$0
Objective 2 Decrease the number of students that respond strongly agree or agree with the statement: Students being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school. From 42.1% in 2022 to 32% in 2023.	KCWP 2: Design and Deliver Instruction	The school counselor will implement Character Strong lessons to all students and focus on digital citizenship.	Increase-Climate and Safety Survey	Counselor GLM Agendas	GES Instructional Funds
		Kindness Initiative for the entire school all year (every year).	Increase-Climate and Safety Survey	Counselor GLM Agendas	GES Instructional Funds
	KCWP 4: Review, Analyze, and Apply Data	Staff will work collaboratively to ensure that students feel safe and welcome.	Increase-Climate and Safety Survey	Counselor GLM Agendas	\$0

6: Postsecondary Readiness (high school only)

N/A

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)

N/A

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

8: Other (Optional)

N/A

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 **N/A**

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 N/A

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:
<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:</p>
Identification of Critical Resources Inequities:
<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:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>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.</p>

TSI/ATSI Evidence-based Practices N/A

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.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools N/A

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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<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:</p>

CSI Evidence-based Practices N/A

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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