Comprehensive School Improvement Plan (CSIP)

FCMS- 2022-2023

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.)*.

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.

- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 By 2025, FCMS will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 31.5% to 45%.
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- FCMS will increase the overall combined Reading and Mathematics Proficiency score by May 2023 as measured by the state assessment from 46.6% to 50.1% and 53.0 by 2024. Objective 2 - FCMS will increase the Reading Proficiency score by May 2023 as measured by the state assessment from 38.0% to 41.0%. Objective 3 - FCMS will increase the Math Proficiency score by May 2023 as measured by the state assessment from 25.0 % to 33.7%.	**(KCWP 1: Design and Deploy Standards)** A protocol will be used by which all teachers systematically break down their content standards into clear, concise learning intentions in order to provide clarity of learning in the classroom. **(KCWP 1: Design and Deploy Standards)** Teachers will review and revise pacing guides and curriculum maps to be aligned and congruent to new Kentucky Academic Standards. (KAS)	1a. All teachers will participate in co-teaching training with KDE Continuous Improvement Coaches, Tim Huddleston. Training will eventually lead to co-teaching strategies but will first encompass Clarity in tier 1 instruction beginning with standards and learning intentions. 1b. All teachers will learn and use a protocol in PLCs by which they break down their standards into learning intentions to be used in the classroom. They will also provide feedback to peers on created learning intentions. 1c. All teachers will learn to create and utilize success criteria which will provide proof of learning of the daily learning intentions. 1d. Review, revision, and in some cases, creation of curriculum maps and pacing guides. Work to primarily occur in the summer with monitoring and support of admin.	Successful upload of all Curriculum Maps for all grade levels and content areas to Google Team Drive. Revise curriculum maps during the 2022-2023 school year to align new content area programs to the KAS.	Monitored by administration as guides/maps are submitted to administration for review.	ESSR - Stipends in the summer for curriculum map work.
		1. Review and revise maps based on testing data as completed	Increased student achievement on iReady and KSA.	Monitored quarterly by administration during the PLC process.	School Allocations Title I Title II ESSR

		(KCWP 1: Design and Deploy Standards) A protocol will be developed to ensure the current curriculum is valid for both reading and math (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy.)	2.Lesson Plan expectations will be set and monitored weekly by administration.	Lesson Plans submitted posted weekly. To be observed during walkthroughs for accuracy.	Lesson Plans monitored by administrative and feedback from walkthroughs.	School Allocations
			3.Curriculum maps and pacing guides will be reviewed via PLCs quarterly.	Curriculum guides and pacing guides matched to Lesson Plans	Administration and PLCs will use a curriculum map monitoring tool to review maps and guides. Process will also be applied to the school instructional calendar.	School Allocations
		(KCWP 2: Design and Deliver Instruction) Systems/processes/protocols will be established to ensure Tier I Instruction and assessments meet the intent of the standards.	1.Professional Learning Communities (Focus: Formative Assessment Design, Instructional Strategies, Assessment Protocol & Data Analysis Protocol) Focus on the DuFours' PLC questions through the lens of Plan/Do/Study/Act (PDSA) ● What do we want the students to learn? ● How do we know when they learned it? ● What do we do when they didn't learn it? ● What do we do when they have already learned it? Teachers and admin work together to deconstruct standards using the given protocol. Teachers and admin review assessments during PLC process using the assessment protocol. Teachers and admin discuss data (summative and formative) and next	Improved Tier I instruction as indicated via walkthrough data and improved student scores on iReady, learning checks, and KSA.	Monitored by administration via walkthroughs, feedback and coaching conversations.	School Allocations

		steps after using the data analysis protocol.		
		2. An assessment protocol will be introduced to new teachers (and reviewed/practiced with returning teachers) as a part of the New Teacher Academy to ensure that new teachers are following the same protocol as the teachers trained last year.	Improved classroom formative and summative assessments, aligned and congruent to KAS.	Instructional effectiveness will be monitored through observations and walkthroughs. Data will be monitored and shared with teachers, goals will be set for and with teachers.	School Allocations ESSR
		3. New curriculum will be used schoolwide to ensure vertical alignment and correlation with KAS.	Improved reading skills for struggling readers.	Assessments will be analyzed by the literacy teams to ensure that the new curriculum is effective.	ESSR

2: Separate Academic Indicator

Goal 2 FCMS will increase the Separate Academic Indicator (Science, Social Studies, On-Demand Writing) proficiency score from _____% to _____% by 202_.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1- FCMS will increase the Separate Academic Indicator (Science, Social Studies, On-Demand Writing) proficiency score by May 2023 as measured by the state assessment from 20.1% to 23.74 %. Objective 2- FCMS will increase the proficiency score in the area of social studies by May 2023 as measured by the state assessment from 23% to 36.3%. Objective 3- FCMS will increase the proficiency score in the area of On-Demand writing by May 2023 as measured by the state assessment from 57.4% to 60.0%. Objective 4- FCMS will increase the proficiency score in the area of science by May 2023 as measured by the state assessment from 22.1% to 24.0%.	**(KCWP 1: Design and Deploy Standards)** 1. A protocol will be developed to ensure the current curriculum is valid for writing, science and social studies (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy.	1a. Pacing Guides/Curriculum Maps – Writing, Science & Social Studies 1b. Resources for Science (Consultants-Science/STEM Consultants with WKEC WK GEAR UP grant) 1c. Resources for Social Studies (Standards, webinars and video conferences sponsored by KDE and align instruction & assessments with congruence)	Successful implementation of additional science and Social Studies materials aligned to standards. Teachers align instruction and assessments	Monitored by administration quarterly. Resources to be checked against Evidence-based practices. Stem consultants, Academic and Principal	School Allocations GEAR UP Grant ESSR
	(KCWP 2: Design and Deliver Instruction) Job-embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.	Professional Development (Grades 5-8: Science PIMSER PD, Science/STEM Consultants through WKEC WK GEAR UP grant. Social Studies Networking – modules/alignment tools, Vocabulary Instructional Strategies within each content areas). Staff will provide job-embedded professional development around the instructional process and opportunities to respond (Total Participation Techniques, TPT)	Measured through testing data including iReady and PreACT. Improved student scores on classroom KAS-aligned formative and summative assessments, learning checks, writing scrimmages, and KSA.	Monitored via conversations during PLCs and walkthrough data. Increase in Proficiency, reduction of Novice as measure by benchmark assessments	School Allocations Title I Title II GEAR UP Grant
	(KCWP 3: Design and Deliver Assessment Literacy) School leadership and teachers will	Writing (folders, protocols & writing tools)	Writing folders will be maintained and reviewed for all grades.	Monitored via PLCs and writing folders.	School Allocations FRYSC

	ensure the appropriate assessment design is used that will best evaluate the level of student learning of KAS.			
	(KCWP 4: Review, Analyze and Apply Data) School leadership and teachers will ensure data is consistently used to make decisions on next steps for instruction at both the school and classroom levels.	Assessment protocols will be used during PLCs to ensure assessments that measure KAS to the intended rigor with three to four assessment questions per standard.	Improved student assessment data on formative and summative assessments to include classroom unit assessments, iReady, Learning Checks, and KSA.	
		Creating a writing matrix establishing writing skills responsibilities per grade and content level, with an emphasis on pre-writing.	Teachers using the matrix in classrooms with evidence of pre-writes. Successful completion and implementation of vocabulary explicit instruction strategies as evidenced by lesson plans.	Matrix completed with district personnel support and monitored by administration and writing folders	

3: Achievement Gap

Goal 3 (State your achievement gap goal.): FCMS will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) from 19.9% to 23.1 by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - FCMS will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2023 as measured by the state assessment from 23% to 25.0% in 2023 and 27.0% in 2024. Objective 2 - FCMS will increase the Reading Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2023 as measured by the state assessment from 19% to 23.0% in 2023 and 25% in 2024. Objective 3 - FCMS will increase the Math Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2023 as measured by the state	**(KCWP 2: Design and Deliver Instruction**) A system will be reviewed and revised to ensure Tier I, Tier II and Tier III instructional needs are met and next steps for improvement are identified. **(KCWP 5: Design, Align and Deliver Support Processes)** Purchase and use of Chromebooks (stored in carts) to provide direct interventions to students during FOCUS period based on their current levels as determined by the iReady diagnostic.	1a. RtI System (monitored and evaluated via iReady Assessment Testing data) will be continued.	Moving Targeted GAP students from Tier 3 to Tier 2 and Tier 2 to Tier 1 as measured by iReady scores.	iReady assessment scores measuring growth and proficiency will be administered and evaluated three times annually.	School Allocations Title I SIF grant funds
		1b.Interventions provided daily during FOCUS period to small groups using a station teaching model. Students are placed in FOCUS groups based on data from iReady assessment. One small group within the classroom is working directly with the teacher using lessons provided by iReady based on needed revealed by assessment. Students may be rotated after each iReady assessment. 1c. Read to Achieve - occurs via library/media specials with the 5th and 6th grades. The program targets Tier III students who need assistance with fluency and comprehension. 1d. Fluency checks will be administered to students by interventionist to monitor for growth. 1e. Sonday System will be used with students who are determined to be non-	Students having measurable growth as based on iReady testing in math and reading. iReady data analysis for Proficiency monitoring. Growth rates monitored via data spreadsheet and data reports in iReady, learning checks, and PreACT. Growth on fluency checks over time.	iReady scores Spreadsheets monitored by teachers, principal, curriculum coach and district administration Teachers and principal monitor student proficiency on iReady through detailed reports created in iReady. District administrators and principal monitor new teachers for growth and potential. Teacher and principal monitoring of fluency check scores.	School Allocations FRYSC Title I Title II ESSR

assessment from 7% to 20.0% in 2023 and 25.0% in 2024.		readers via iReady scores, fluency reads, previous years' data, teacher recommendation and a one-on-one diagnostic provided by Sonday. 1c. Data Records – Teachers and principal update during PLC 1d. Intervention Teams (Academic and Behavior monitoring) 1e. Mentoring thru new teacher training through the District New Teacher Academy 1f. Testing Data Spreadsheet (KSA, iReady, PreACT, Learning Checks, Classroom Summative Assessments) 1g. Individual Conferences and Goal Setting (KSA, iReady, PreACT, Learning Checks)			
	(KCWP 3: Design and Deliver Assessment Literacy) School leadership and teachers will analyze academic and behavior data in order to identify priorities and implement actionable steps that impact instruction/student learning.	2a. Benchmark Assessments (Grades 5-8 iReady– progress monitoring & Grades 6-8 PreACT – MONITOR AND GOAL SET) 2b. Learning Checks will be administered three times a year. 2c. Teacher Data on Students (Summative Classroom Assessments/Grades, Behavior data) will be looked at during PLCs 2d. Every 4-6 weeks adjust for growth and needed interventions by individual students.	Monitor success with an instructional calendar to address improvement priorities from the Diagnostic Review Visible growth from all data sources Behavior data illustrates a drop in the number of behavior referrals See increase of proficient grades on	Monitored by administrators via PLCs and Leadership Team meetings. Spreadsheet with iReady, learning check, and PreACT data monitored by teachers, principal, curriculum coach and district administration SWISS data and Infinite Campus behavior data monitored by principal and district administration Principal and District Admin Monitor through IC	School Allocation FRYSC Title I Title II Gear Up Grant ESSR

			iReady, learning checks, PreACT, and classroom grades more aligned to other school data.	Monitored through iReady reports spreadsheet	
	(KCWP 2: Design and Deliver Instruction) Job embedded professional development will be provided to address GAP needs with Tier I instruction and assessments in order to meet the intent of the standards.	3. Professional Development (New Teacher Academy, book studies on Clarity for Learning, Co-Teaching PD, PLCs, Curriculum Mapping Summer Training, Sonday System, Second Step, PBIS, Near Pod, Make Learning Visible, and Meaningful NTI)	Job embedded PD to be provided by KDE's Continuous Improvement Coaches Literacy Consultant January 2022	Teachers and administrators will monitor PD during benchmark data analysis after each iReady administration and evaluate PD opportunities and needs in May of 2022.	School Allocations Title I Title II ESSR
	(KCWP 5: Design, Align and Deliver Support Processes) SPED teachers will receive job-embedded PD on the writing of IEPs via WKEC co-op.	4. PD sessions in fall for SPED teachers on goal writing for IEPs; second session on IEP writing in December; both sessions provided by WKEC.	Improved IEPs on behalf of SPED students with measurable and attainable goals supported by data.	Principal, counselor, and DoS will monitor IEPs through meetings with regular and special education teachers through IEP reviews and ARCs and through implementing modifications as outlined in the IEPs, 504, G/T, and ELL plans for each child with special learning needs.	School Allocations
	(KCWP 1, 2, 3, 4, 5, 6) With district support, primarily through the DOS, the principal and teachers will develop, implement, monitor and provide feedback, and revise a special education system that will allow access	5a. IEPs will be evaluated and revised if necessary to provide each student with access to grade level curriculum via co-teaching in the classroom. 5b. Students w IEPs will be scheduled to ensure access to grade level content within a co-taught	Improved testing data including iReady, learning checks, PreACT, and KSA. Increase in proficiency and reduction of novice as measured by	Walkthroughs collecting evidence of co-teaching in classrooms with students w IEPs. Review of IEPs by DOS with case managers. Quarterly student w IEPs review by DOS, principal, and case manager.	School Allocations (SPED teachers_

	for all students a guaranteed and viable curriculum, aligned to KAS, at grade level while also providing scaffolded supports via RTI times and resource minutes as stated in each IEP.	environment when deemed appropriate on IEPs and based on data. 5c. A process will be created whereby all IEPs are reviewed for accuracy annually by the DOS, principal, and the case manager as noted on the instructional calendar. 5d. A process will be created by which the DOS , principal, and case managers will review student progress as mandated by state requirements, create action plans for implementation to further students' w IEPs progress as noted on the instructional calendar. 5e. The entire system developed for the improvement of students' w IEPs educational outcomes will be run through a PDSA process in January and again in June for evaluation and revision as noted on the instructional calendar. 5f. Co-teaching training will occur and expectations will be set and monitored by the principal for all teachers and students w IEPs in their classrooms.	benchmark assessments. Achievement of IEP goals as monitored by DOS, principal and case manager. Positive walkthrough data concerning co-taught classrooms.		

Goal 4 (State your growth goal.): FCMS will increase the percentage of student scoring growth points (50 or higher) in combined reading and mathematics scores from 35.85% to 40.85% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - FCMS will increase the percentage of students scoring growth points (50 or higher) in combined reading and mathematics scores by May 2023 as measured by the state assessment from 46.6% to 50.0% and 52.0% in 2024. Objective 2 - FCMS will increase the percentage of reading scores by May 2023 as measured by the state assessment from 38.0% to 39.0% in 2023 and 44.0% in 2024. Objective 3 - FCMS will increase the percentage of students scoring growth points (50 or higher) in mathematical scores by May 2023 as measured by the state assessment from 25.0% to 33.7%. students scoring growth points (50 or higher)	**(KCWP 2: Design and Deliver Instruction)** 1. School leadership will ensure teachers implement and utilize the most appropriate and effective high yield strategies congruent to the intent of the learning target/standards.	1. Observations, walkthroughs by administrators and peers. 2. Lesson Plans posted with Standards listed and assessment and activities. 3. Hiring of a digital learning coach to monitor virtual students and set up on-line learning programs and aid teachers in using new programs and strategies.	When teachers are seen daily using high-yield strategies in their classrooms with engagement, high order questioning at a rate of 90% and higher.	Monitored by the principal and other district admin through walkthroughs and observations	School Allocations ESSR funds
	(KCWP 2: Design and Deliver Instruction) 2. Job embedded professional development will be provided to ensure instructional strategies fostering cognitive engagement and active participation.	Professional Development (Total Participation Techniques – book study during faculty meetings/professional learning communities) Continue Clarity for Learning strategies for growth of students.	When teachers are seen daily using high-yield strategies in their classrooms with engagement, high order questioning at a rate of 90% and higher.	Monitored by the administration through walkthroughs and observations	School Allocations ESSR
	(KCWP 3: Design and Deliver Assessment Literacy) 3. Job embedded professional development will be provided to ensure teachers/school leadership create and revise valid, congruent assessments (formative/summative) as well as analyze data to create and implement actionable next steps.	Professional Development (Assessment Protocol & Data Analysis Protocol during faculty meetings/professional learning communities)	Growth rates monitored via data spreadsheet and reports.	Monitored by teachers, principal, and district administration	School Allocation
		Professional Development (New Teacher Academy led by ERs to assist new teachers in strategies to promote academic growth in their hybrid classrooms.)	Growth rates monitored via iReady data spreadsheets and reports.	Monitored by teachers, principal, and district administration	Title II ESSR

		Implement programs to remove barriers to learning due to social, emotional or behavioral issues: PBIS SEL Second Steps	Growth rates monitored via discipline referrals and KSA school climate survey.	Monitored by principal, teachers, and district administration	Pilot SOAR GEER II grant ESSR

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:
- Shipley Systems Training
- Continuous School Improvement Summit
- TSI Webinar
- New curriculum – evidence based and KDE recommended
- iReady – universal screener – approved by KDE
- PDSA PLC Protocol
- ESSR Funds – additional staffing (Counselor, Afterschool Tutoring, iReady)

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:
- PLC
- Faculty Meetings
- Accept KDE Assistance of Continuous Improvement Coach

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff in effect size of learning.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Engagement Strategies for Targeted Groups	Kagan Strategies, Mental Models and unified graphic organizers	☐
Intervention groups and after school tutoring	iReady Teacher Toolbox	☐
		☐
		☐

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:

District Walkthroughs will be conducted on a monthly basis with feedback to staff on the non-negotiables on the walk through instrument.

iReady screening to groups students according to needs in Reading and Math and follow through in the Intervention time(FOCUS) and after school tutoring.

Teacher toolbox from iReady and Reflex Math to address the Learning Gaps in our TSI group(African-American)

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
T 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.	☒
Train Staff in Clarity for Learning to ensure Planning has components to advance student learning.	"Clarity For Learning" book study by John Almarode and Kara Vandas	☐
Formative and Summative Assessments	Formative and Summative Assessments in the Classroom training	☐
Effect size of Learning	Hattie, J.(2009) Visible Learning	☐
		☐

Learning Culture and Environment

(KCWP 6) – 6. Approaches: The school confirms commitment to use Core Ethical Values as the reference point for decision-making regarding behavior of all members of the school community.

6a. CEVs function as the foundation for rules of conduct and serve as the unifying thread for our school. 6b. CEVs create aspirational goals for student and staff character (PBIS, Posters, Pilot P.R.I.D.E., and Guest Speakers

6c. Posters in classrooms and hallways, the website, handbook and classroom norms all explain or support our core values. The common language allows for consistency and discussion aligned to the core values which accentuate the learning of those core values.

6d. Monitoring achieved by SWISS Referrals monitoring and behavior reports in Infinite Campus.