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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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**
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 the conclusion of the 2025-2026 school year, WVHS's overall proficiency score for the:
- 10th grade Kentucky Standards READING Assessment will show 75% of students at proficient or distinguished - *2022 results 10th Reading 65% P and D*
- 10th grade Kentucky Standards MATH Assessment will show 62% of students at proficient or distinguished - *2022 results 10th Math 57% P and D*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, 68% of sophomores will score at or above proficiency on the reading KSA.	KCWP 2: Design and Deliver Instruction. All 9th and 10th grade English teachers will develop lessons focused on the KAS.	Ensure time in the PD plan and the PLC process for teachers to develop grade-level-appropriate lessons aligned with the standards. (Opportunity Myth)	Agendas and minutes from PD and PLC meetings	Review developed lesson plans with the department and administration throughout the year.	$0
		Increase the vertical alignment between 8th and 9th grade as well as the alignment between the shared 9/10th grade standards and the 11/12th grade standards.	Agendas and minutes from PD and PLC meetings	Review PLC agendas and minutes along with collaborative efforts between the 8th-grade reading and writing teachers and the 9th and 10th grade English teachers.	$0
	KCWP 4: Review, Analyze, and Apply Data.	Use assessment data from KSA, Mock ACT results, unit assessment results, and 8th-grade MAP data to adjust content and strategies.	Department Data meeting agendas and minutes	Initial data meeting and subsequent meetings in the PLC process to review growth and progress monitoring of targeted instruction.	$500 potential cost of subs to cover classes
Objective 2 By May of 2023, 60% of sophomores will score at or above proficiency on the math KSA.	KCWP 2: Design and Deliver Instruction. All math teachers will develop lessons focused on the KAS.	Ensure time in the PD plan PLC process for teachers to develop grade-level appropriate lessons aligned to the standards (Opportunity Myth)	Agendas and minutes from PD and PLC meetings	Review developed lesson plans with the department and administration throughout the year.	$0
		Increase the amount of vertical alignment between 8th and 9th grade math teachers.	Agendas and minutes from PD and PLC meetings	Review PLC agendas and minutes along with collaborative efforts between the 8th grade, algebra 1, and Geometry teachers	$0
		Review math curriculum materials used in Algebra, Geometry, and Algebra 2 and determine alignment and effectiveness.	Results showing how closely aligned our current curriculum materials are to state standards.	Complete materials review agenda and results	$0
	KCWP 4: Review, Analyze, and Apply Data.	Research, evaluate and select a benchmark testing tool or service to provide progress monitoring math assessments to students in	The securement of a benchmarking tool and the data	Agendas from the data review meetings within the PLC and assessment results as growth charts.	$2,500 – $3,500 for a benchmark

Goal 1 (State your reading and math goal.):

By the conclusion of the 2025-2026 school year, WVHS's overall proficiency score for the:

- 10th grade Kentucky Standards READING Assessment will show 75% of students at proficient or distinguished - *2022 results 10th Reading 65% P and D*
- 10th grade Kentucky Standards MATH Assessment will show 62% of students at proficient or distinguished - *2022 results 10th Math 57% P and D*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Algebra 1, Geometry, and Algebra 2 at three different points in the school year.	reports gathered from the different testing cycles.		testing service and any required PD.
		Use assessment data from KSA, Mock ACT results, unit assessment results, and 8th-grade MAP data to adjust content and strategies.	Department Data meeting agendas and minutes	Initial data meeting and subsequent meetings in the PLC process to review growth and progress monitoring of targeted instruction.	$500 potential cost of subs to cover classes to facilitate longer department data meetings.

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

Goal 2 (State your science, social studies, and writing goal.):
By the conclusion of the 2025-2026 school year, WVHS's overall proficiency score for the:
- 11th grade Kentucky Standards SCIENCE Assessment will show 23% of students at proficient or distinguished - *2022 results in 11th Science 15% P and D*
- 11th grade Kentucky Standards SOCIAL STUDIES Assessment will show 50% of students at proficient or distinguished - *2022 results in 11th Science 42% P and D*
- 11th grade Kentucky Standards WRITING ON-DEMAND Assessment will show 55% of students at proficient or distinguished - *2022 results in 11th ON-DEMAND 47% P and D*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, 18% of juniors will score at or above proficiency on the KSA Science assessment.	KCWP 1: Design and Deploy Standards. Teachers will develop unit plans that are aligned to the Kentucky Academic Standards, aligned vertically in scope and sequence, and assessments that prepare students for the KSA.	PLC time and teacher planning days devoted to the alignment of standards	PLC and teacher planning day meeting agendas and minutes	Ongoing – Classroom walks, formal observations, and PLC agendas	$0
		Utilization of flexible Professional Development time devoted to the alignment of standards	Professional Development Plan; meeting agendas and minutes	Ongoing – Classroom walks, formal observations, and PLC agendas	$0
	KCWP 2: Design and Deliver Instruction. All students will have received appropriate courses by the time they participate in the junior science test.	Adjust the sequence of science classes to schedule all freshmen into Biology, all sophomores into integrated science, and all juniors will take a choice of chemistry, physics, environmental, physiology, or animal science.	The number of juniors who lack completion or enrollment in their third science at the time of administering the KSA.	Master Schedule	$0
		Review of students each quarter who are academically at risk in science classes to help them succeed.	The number of students who have been exposed to all science classes before the Junior science assessment.	Quarterly data collection by the administrative team.	$0
Objective 2 By May 2023, 45% of juniors will score at or above proficiency on the KSA Social Studies assessment.	KCWP 1: Design and Deploy Standards. Teachers will develop unit plans aligned to the Kentucky Academic Standards, aligned vertically in scope and sequence, and assessments that prepare students for the KSA.	PLC time and teacher planning days devoted to the alignment of standards	PLC and teacher planning day meeting agendas and minutes	Ongoing – Classroom walks, formal observations, and PLC agendas	$0
		Utilization of flexible Professional Development time devoted to the alignment of standards	Professional Development Plan; meeting agendas and minutes	Ongoing – Classroom walks, formal observations, and PLC agendas	$0
	KCWP 2: Design and Deliver Instruction.	Adjust the sequence of science classes to schedule all freshmen into Biology, all sophomores into integrated science,	The number of juniors who lack completion or enrollment in their	Master Schedule	$0

Goal 2 (State your science, social studies, and writing goal.):

By the conclusion of the 2025-2026 school year, WVHS's overall proficiency score for the:

- 11th grade Kentucky Standards SCIENCE Assessment will show 23% of students at proficient or distinguished - *2022 results in 11th Science 15% P and D*
- 11th grade Kentucky Standards SOCIAL STUDIES Assessment will show 50% of students at proficient or distinguished - *2022 results in 11th Science 42% P and D*
- 11th grade Kentucky Standards WRITING ON-DEMAND Assessment will show 55% of students at proficient or distinguished - *2022 results in 11th ON-DEMAND 47% P and D*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	All students will have received appropriate courses by the time they participate in the junior science test.	and all juniors will choose chemistry, physics, environmental, physiology, or animal science.	third science at the time of administering the KSA.		
		Review of students each quarter who are academically at risk in science classes to help them succeed.	The number of students who have been exposed to all science classes before the Junior science assessment.	Quarterly data collection by the administrative team.	$0
	KCWP 1: Design and Deploy Standards.	Send a team of teachers to schools that demonstrated high performance on the KSA to observe curriculum, instructional methods, and other opportunities to supplement our current methods.	Agendas and summaries of school visits.	Agenda and summary of the program and methods implemented at the observed schools.	$750 cost to cover subs to allow for the release of teachers
Objective 3 By May 2023, 50% of juniors will score at or above proficiency on the KSA On-Demand writing assessment.	KCWP 1: Design and Deploy Standards. English Teachers will implement authentic on-demand writing exercises during the instructional day.	All sophomores will be given a mock On-Demand writing test. The writing will be scored by English teachers and used as a starting point in Composition Classes the following School Year.	Completion of Mock On-Demand for all Sophomores. Comparison of scores from sophomore Mock On-Demand to scores junior year.	May 2023	$500 for Sub to cover classes so ELA teachers can grade Mock On-Demand
		All juniors will be given a mock On-Demand writing test with feedback provided prior to the date of the On-Demand writing test.	Completion of Mock On-Demand for all Sophomores. Comparison of scores from sophomore Mock On-Demand to scores junior year.	May 2023	$500
	KCWP 1: Design and Deploy Standards.	Send a team of teachers to schools that demonstrated high performance on the KSA to observe curriculum, instructional methods, and other opportunities to supplement our current methods.	Agendas and summaries of school visits.		$750 cost to cover subs to allow for the release of teachers

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 WVHS will decrease the percentage of economically disadvantaged students scoring novice on the following 10th and 11th grade KSA assessments:	KCWP 4: Review, Analyze and Apply Data. Gap Group Analysis	Individual Meetings with all Core Content Teachers to identify gap group students.	Completion of Meetings with agendas and sign-in sheets	December 2021 and January 2022	$0
		Utilize our Flex remediation time to provide targeted instruction to students below benchmark expectations.	Student classroom grades and assessment results	FLEX SOS teacher intervention assignments	A portion of the yearly cost of the SOS program
10th Reading: 23% to 20% 10th Math: 21% to 18% 11th Science: 43% to 39% 11th Social Studies: 47% to 43% 11th Combined Writing: 17% to 14%	KCWP 2: Design and Deliver Instruction	Regular before and after school ESS for struggling students	Results of Gap students on the KSA	Results on KSA data returned to school in September of 2022.	$0
	KCWP 5: Design, Align, and Deliver Support	Removal of barriers through the assistance of our Family Resource and Youth Service Coordinator by identifying students not having basic needs met and helping gain access to those needs.	Reduction in missed school days for Gap students.	FRYSC Advisory Council Meeting Minutes	FRYSC Grant
		Utilize our Flex remediation time to provide targeted instruction to students below benchmark expectations.	Student classroom grades and assessment results	FLEX SOS teacher intervention assignments	A portion of the yearly cost of the SOS program
Objective 2 WVHS will decrease the percentage of special education students scoring novice on the following 10th and 11th grade KSA assessments:	KCWP 2: Design and Deliver Instruction	Targeted instruction to a very small group of students placed in a highly modified and heavily supported section of English and Math	Student performance on benchmark assessments	Progress monitoring goal work	$0
		Regular before and after school ESS for struggling students	Results of Gap students on the KSA	Results on KSA data returned to school in September of 2022.	$0
10th Reading: 44% to 39% 10th Math: 33% to 28% 11th Science: 73% to 65% 11th Social Studies: 73% to 65%		Continued support of the co-teaching model to potentially provide a common planning period with the content teachers and allow individual teachers to specialize in content strands	Master Schedule reflects common planning periods and content-focused SpEd teachers	Results of students in the SpEd group and their scores on assessments	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
11th Combined Writing: 45% to 39%	KCWP 4: Review, Analyze and Apply Data. Gap Group Analysis	Utilize some of the Teacher Planning Days to schedule meetings with the SpEd caseload teachers and the content teachers to review the IEP and accommodations and to discuss specific instructional techniques that would be beneficial to each student.	Student scores on assessments and benchmark tests	Quarterly review of assessments	$0

4: English Learner Progress

Goal 4 (State your English Learner goal.):

For the 2021-2022 school year, Walton-Verona High School currently had three students identified as English Learners. Under KDE's reporting protocol for accountability results, the data for this group was suppressed. To support the EL students at WVHS, we have partnered with the Northern Kentucky Cooperative for Educational Services (NKCES) for support services offered by their English Learner Consultant. NKCES provides their consultant for a few hours a week to work with our students and teachers. The Co-Op also conducts all ACCESS testing and helps develop accommodations to make the students successful. WVHS also provides all EL students access to assistive technology like Google Translate and Read Write Gold, along with other technology as recommended. Newly arriving students use the Rosetta Stone software program to help them learn English.

Walton-Verona High School will continue to provide any recommended support for our EL students that are recommended by our NKCES EL consultant. As the number of EL students enrolled in WVHS and the district continues to increase, we will reevaluate student needs and adjust our EL program as necessary. As the number of EL students increases, the school/district will have to evaluate the need for our own EL support position to provide the level of intervention necessary to achieve optimal SL transition.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
By May of 2025, Walton-Verona High School students will report an average rating of 76% overall Question Index Score on the Spring KSA Climate and Safety survey.
- 10th and 11th grade WVHS students reported an average rating of 69.56% overall Questions Index Score on the Spring KSA Climate and Safety survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2023, WVHS students will report an average rating of 72% overall Question Index Score on the Spring KSA Climate and Safety survey.	KCWP 6: Establishing Learning Culture and Environment	Develop a sense of belonging for each student through the Focus groups. Focus groups will utilize team-building activities and a mentor/mentee relationship to engrain in students that they have a caring and safe adult looking out for them at WVHS.	Increase the Question Index Score on the Climate and Safety survey.	Quarterly meetings with grade-level focus teachers to provide feedback on planned activities and develop engaging activities and produce social-emotional learning lessons for the Focus period	$500
		Foster a sense of belonging for all students through our offering of various Engagement opportunities (clubs) that appeal to a wide variety of students.	Ensure students have at least one club they are attending.	Monitor each club's attendance rates in the SOS system to determine student interests and participation.	$0
Objective 2 By May of 2023, WVHS students will report an average rating of 65% overall Question Index Score on the Spring KSA Climate and Safety survey question that reads, "Students from this school respect each other's differences (i.e., gender, culture, race, religion, ability)." *The 2022 score was 53.8%*	KCWP 6: Establishing Learning Culture and Environment	Implement lessons in our Focus period to address diversity, acceptance, and the idea of tolerance and acceptance (not necessarily agreement).	Increase the overall Questions Index Score on the KSA Climate and Safety survey for the question "Students from this school respect each other's differences."	Annual scores on Climate and Safety survey.	$0

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):
By the conclusion of the 2025-2026 school year, WVHS's overall Postsecondary Readiness rate will be 98% or higher:
- 12th grade Postsecondary Transition Readiness will show at least 98% of students have earned transition status through one of the available methods - *2022 results 12th Transition Readiness was 89.7%*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2023, 95.1% of graduating seniors will earn the label of Transition Ready through one of the available routes.	KCWP 2: Design and Deliver Instruction.	ACT Flex Workshops - Designated teachers will offer improvement sessions during Flex time or after school to assist juniors and seniors who have not hit the benchmark and would like to take the ACT again.	The number of students removed from the senior year remediation classes after meeting the ACT benchmarks.	The number of students who use their Flex time to help improve their ACT score.	$1000 ESS
		Strong instruction aligned with the ACT rotation class for Juniors.	Students demonstrating an increase in their Pre and Post assessment scores within the individual ACT content area rotations	Reviewing and analyzing pre and post assessment scores at the end of each content rotation	$0
		Intervention Courses - Seniors who do not meet the benchmark in ACT areas will be placed in credit-bearing courses their senior year to remediate material and reach the benchmark.	The number of students removed from the senior year remediation classes after meeting the ACT benchmark.	Monitoring ACT and KYOTE scores as they become available.	$0
		ACT Boot Camp - Offer an ACT Boot Camp to prepare students for the March ACT	The number of students attending ACT Boot Camp sessions.	ACT Boot Camp sign-in sheets and rosters	$2,000
		KYOTE Testing – Juniors not meeting benchmark scores on their March ACT and slated for enrollment in the Senior intervention courses will take the KYOTE test in the necessary subjects at the end of their junior year and again in the first semester of their senior year.	The number of students passing KYOTE tests that can be removed from the intervention courses.	ACT Year over Year data tracking sheet to record student scores and growth	$450 to compensate the ELA teacher for being certified to grade the KYOTE writing and to grade the KYOTE writing assessments outside of the school day.
		ACT - Seniors enrolled in the intervention courses will have the option to take the ACT in December	The number of students reaching ACT benchmark scores and removed from the intervention courses.	ACT Year over Year data tracking sheet to record student scores and growth	$1,200

Goal 6 (State your postsecondary goal.):

By the conclusion of the 2025-2026 school year, WVHS's overall Postsecondary Readiness rate will be 98% or higher:

- 12th grade Postsecondary Transition Readiness will show at least 98% of students have earned transition status through one of the available methods - *2022 results 12th Transition Readiness was 89.7%*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		EdReady – Students not meeting ACT benchmark scores and who did not pass the KYOTE test their senior year will complete the EdReady assessment and the individualized instructional pathway based on their diagnostic screener. A completed EdReady assessment and pathway will also make these students eligible to enroll in courses at Gateway that would have traditionally required remedial classes.	Number of students tested using the EdReady assessment and successfully completed their individualized pathway.	ACT Year over Year data tracking sheet to record student scores and growth	$0
Objective 2 Provide opportunities for students to earn Career Ready status	KCWP 1: Design and Deploy Standards. Developing opportunities for students to attend the Area Career Technical Center	ATC - Develop individualized class schedules allowing students to attend the local ATC to take courses and earn industry certifications and complete dual credit classes.	Student enrollment numbers at the ATC	Quarterly check-in with ATC staff to ensure continued success and maintain enrollments	$0
	KCWP 1: Design and Deploy Standards. Developing opportunities for students to earn various EOP and Industry Certifications in the available CTE pathways at Walton-Verona High School	CTE - Develop individualized class schedules allowing students to take multiple CTE classes offered within the WVHS career pathways of Business, Agriculture, and Family Consumer Science and earn industry certifications.	Student enrollments and retention numbers in the various CTE pathways at WVHS.	Semester check-in with the WVHS CTE staff to review enrollment numbers, students' performance and retention of students when scheduling course requests for the next school year.	$0

Goal 6 (State your postsecondary goal.):

By the conclusion of the 2025-2026 school year, WVHS's overall Postsecondary Readiness rate will be 98% or higher:

- 12th grade Postsecondary Transition Readiness will show at least 98% of students have earned transition status through one of the available methods - *2022 results 12th Transition Readiness was 89.7%*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deploy Standards. Developing opportunities for students to attend Gateway Technical.	Gateway - Develop individualized class schedules allowing students to attend the Gateway Community and Technical College to take dual credit courses and earn industry certifications.	Student enrollment numbers at Gateway enrolled in dual credit classes and earning industry certifications	Quarterly checking with WVHS students enrolled in Gateway classes and the number of students earning industry certifications	$0

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.)					
By 2025, Walton-Verona High School will maintain a 100% graduation rate for students earning their traditional high school diploma. *(4-year cohort for traditional high school students)*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May of 2023, WVHS will maintain a graduation rate of 100%	KCWP 4: Review, Analyze and Apply Data Teachers and Administration Team will monitor seniors' performance to meet graduation requirements.	Quarterly meetings with the administration team to evaluate senior standings.	Documentation of quarterly meetings with targeted students to meet with as needed.	Quarterly reports that monitor the progression of students each quarter.	$0
		Quarterly meetings with teachers to implement plans for struggling seniors.	Documentation of quarterly meetings and implementation of improvement plans.	Monitoring of grades at appropriate intervals by the administration team.	$0
		Teachers have access to a list of all seniors and the courses each senior must complete successfully to earn a high school diploma.	A comprehensive list of all seniors and credits needed is made available to the staff.	Monitoring of grades at appropriate intervals by designated staff members and the administration team.	$0
	KDWP 5: Design, Align, and Deliver Support Processes	Utilize the Bridge Alternative program to support students that require a higher level of academic or behavioral support to successfully earn their diploma.	Percentage of students placed within the Bridge program who either transition back to the high school in their anticipated timeframe or who earn their diploma while at the Bridge.	Continuous monitoring of grades, attendance, behavior writeups, and the social-emotional needs of students.	$0

8: Other (Optional)

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

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.   **Response:**
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?   **Response:**   **Complete the table 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.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process   **Response:**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

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.

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