# 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.

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| **Improve reading and math scores on the Kentucky Summative Assessment and I-Ready. Move more students out of novice into proficiency.**  **Improve Quality of school climate and safety indicator score to increase by 80% or higher.** |

**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.

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| Continue to monitor formative and summative (learning checks) assessments and teacher created assessments to improve reading and math scores.  Reading and math tutors/interventionists will work with specific students based on I-Ready and KSA scores. Content teachers will tutor students during Hornet Time (intervention scheduled time during each school day). Tutoring provided by teachers during 21st Century during and after the school day. |

**Indicator Scores**

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

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| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | 59.5 | 70 |
| State Assessment Results in science, social studies and writing | 65.7 | 75 |
| English Learner Progress |  |  |
| Quality of School Climate and Safety | 68.8 | 80 |
| Postsecondary Readiness (high schools and districts only) |  |  |
| Graduation Rate (high schools and districts only) |  |  |

## Explanations/Directions

| **Goal**: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal. | 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](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps the school will take 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.): Increase the reading and math scores from 59.5% to 70% in 2024. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Collaborate to increase the combined average reading and math scores on KSA in 2023 from 59.5% to 70% by 06/30/2024 as measured by the Kentucky Summative Assessment. | PLCs will analyze and use reading and math assessment results to inform instruction during monthly PLCs (I-Ready, KSA, CFA, and Learning checks) (KCWP 1-5) | MCMS will review and implement Common Core Standards, I-Ready data, summative assessments, and KSA data during PLCs to make appropriate revisions in English/Lang. Arts and math during the 2023-24 school year. (KCWP 1-5) | PLC protocols and lesson/unit planning, faculty meeting discussion, school-wide assessment plan, FIPs discussions and actions, and parent communication. | Progress documentation at the end of each grading period and analysis of learning checks and I-Ready scores | $0 | |
| Ensure that vertical curriculum mapping has occurred to identify essential standards, instructional gaps, intentional planning for enrichments and interventions and mastery of standards. Attendance, behavior, academic, testing, etc. (KCWP 1-5) | Analysis of summative tests, learning checks, and I-Ready scores. | Failure to Interventions plans that include form, parent communication, and meetings. | $0 | |

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

| Goal 2 (State your science, social studies, and writing goal.): Increase the science, social studies, and writing scores from 65.7% to 75% in 2024. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Collaborate to increase the combined average science, social studies, and writing scores on KSA in 2023 from 65.7% to 75% by 06/30/2024 as measured by the Kentucky Summative Assessment. | PLCs will analyze and use science, social studies, and writing assessment results to inform instruction during monthly PLCs (I-Ready, KSA, CFA, and Learning checks) (KCWP 1-5). | MCMS will review and implement Common Core Standards, I-Ready data, summative assessments, and KSA data during PLCs to make appropriate revisions in science, social studies, and writing during the 2023-24 school year. (KCWP 1-5) | PLC protocols and lesson/unit planning, faculty meeting discussion, school-wide assessment plan, FIPs discussions and actions, and parent communication. | Progress documentation at the end of each grading period and analysis of learning checks and I-Ready scores | $0 | |
| Ensure that vertical curriculum mapping has occurred to identify essential standards, instructional gaps, intentional planning for enrichments and interventions and mastery of standards. Attendance, behavior, academic, testing, etc. (KCWP 1-5) | Analysis of summative tests, learning checks, and I-Ready scores. | Failure to Interventions plans that include form, parent communication, and meetings. | $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** |
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| Objective 1- Collaborate to decrease the overall achievement gap for economically disadvantaged students at MCMS by increasing the average combined reading and math proficiency 50.0% by 2024 on the I-Ready spring test. | KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze, and Apply Data  KCWP 6: Establishing Learning Culture and Environment | RTI – MCMS is working with our Administrative Team consisting of principals, counselors, and literacy curriculum Coach that will look at the academic data for the school. This Team will meet to discuss students who are on-grade level, above grade level, and below grade level with our teachers and staff during PLCs. The Leadership Team along with teachers and staff will discuss students who do not meet benchmark, cut scores, and develop an individual RTI plan for addressing the needs of these students. Tutoring is offered daily in the morning, during Hornet Time, and in the afternoon. The Leadership Team and teachers will monitor student progress with interventions. A reading and math interventionist will be available for students that are tier 2 and 3. The Leadership Team and teachers will make decisions using I-ready/assessment data, KSA data, other academic data, and protocols to determine overall effectiveness. This team will adjust RTI Tier instruction based on data as needed. MCMS is also addressing our strengths and weaknesses during PLC meetings. | Continued tracking and monitoring the RTI students.  Continued tutoring during Hornet Time and 21st Century (morning and afternoon). | Leadership Administration Meetings  PLC Meetings  Teachers using their data | I-Ready tools ($40K) |
| Exceptional education teachers will progress monitor students with disabilities bi-weekly, and at times, weekly. Reports will be shared with parents each nine weeks. Interventionist teachers will complete bi-monthly reports on progress.  All instruction will be modified to address the specific learning needs of students with disabilities. Content core teachers will contact guardians when a student is not mastering content and provide tutoring and interventions during RTI. | Exceptional Education students will be closely monitored during PLC and FIP reviews. | MCMS Exceptional Education discussions with MCMS Administration  IEP Meetings  Failure to Interventions plans data  Progress Monitoring Documentation | $0 |
| KCWP 5: Design, Align, and Deliver Support | MCMS’s teachers will complete failure to intervention plans every 4 ½ weeks (midterms and 9 weeks grading period) to identify who is struggling for a watch list. We will have individual meetings based on needs, and contact families when the student has not mastered a specific standard. | Completion of Failure Intervention forms completed by teachers.  Parent support will increase across district. | FIP data and reports  Contact logs created by teachers | $0 |
| MCMS staff will progress monitor at-risk students using I-Ready and learning checks. Administrative staff and teachers will meet regularly during PLCs/guided planning to progress monitor our at-risk students to meet their Tier II and/or Tier III needs. | At Risk students will be identified on a watch list and an instructional program will be designed to meet their needs. | MCMS Administration and teachers review of I-ready data and other sources of data with teachers and staff  PLC and FIP meeting | $0 |

## 4: English Learner Progress- NA

| Goal 4 (State your English Learner goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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| Objective 2 |  |  |  |  |  | |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): **Improve Quality of school climate and safety indicator score to increase by 80% or higher.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  **Improve Quality of school climate and safety indicator score to increase by 80% or higher.** | In 2023, students in each grade level will receive a monthly guidance lesson that with deal with social issues (making friends, bullying, study habits, being kind, character, etc.) (KCWP-6) | Completion of monthly guidance lessons with each grade level. | Less office referrals due to increased focus on behavior/growth mindset in monthly guidance lessons. | Office referrals data from monthly PBIS meetings | $0 | |
| Continue bag checks at all entry points during arrival. | Less VAPE and weapons reported | Daily monitoring of vape sensors and weapons | $0 | |

## 6: Postsecondary Readiness (High School Only)- NA

| Goal 6 (State your postsecondary goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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## 7: Graduation Rate (High School Only)- NA

| Goal 7 (State your graduation goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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| Objective 2 |  |  |  |  |  | |
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## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

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

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| **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 on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.** |

## TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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. |  |
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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:

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

## CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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. |  |
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