

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

<p>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.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 69% PD to 76.1% PD by May 2027. Increase MATH proficiency from 64% PD to 72.7% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase READING proficiency from 69% PD to 70.1% PD by May 2023.</p> <p>Objective 2: Increase MATH proficiency from 64% PD to 65.8% by May 2023.</p>	KCWP 1 Design & Deploy Standards	<p>RTI 2.0: School teams will work in weekly PLC meetings in order to address the 4 DuFour Questions of:</p> <ol style="list-style-type: none"> 1. What do students need to know and be able to do? 2. How do we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do when they have learned it? 	<p>Weekly PLC meetings (agendas, notes), data analysis to identify RED standards, progress monitoring of those standards, increased usage of common formative assessments, Data from FastBridge, STAR, MVPA, and/or other data sources.</p>	Admin Team, Instructional Coach	\$0
		<p>School teams will work in weekly PLC meetings in order to create and analyze rigorous common formative checks for understanding (CFUs) and end of unit assessments that incorporate a variety of DOK questions.</p>	<p>Usage of common assessments; common assessment data and data from FastBridge, STAR, MVPA, and/or other data sources.</p>	Teachers, Admin, Instructional Coach	District funds for Mastery Connect in Grades 2-5
		<p>Teachers will incorporate math routines to build numeracy and fluency skills into daily instruction. (added 1/1/22)</p>	<p>Walkthrough observations numeracy/fluency routines and math based conversations. Student math achievement will increase in all grades.</p>	Admin Team, Teachers, Instructional Coach	\$0

Goal 1: Increase READING proficiency from 69% PD to 76.1% PD by May 2027. Increase MATH proficiency from 64% PD to 72.7% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		School teams will create and implement an aligned ELA plan to include utilization of common instructional vocab/concepts/strategies for schoolwide Tier 1 ELA instruction (including reading, writing, and phonics). (added 1/1/22)	Phonics program scope and sequence, ELA alignment handbook, walkthrough observation of teaching and learning, student achievement in reading level will increase in all grades (increase proficiency and decrease novice scoring students).	Admin Team, Instructional Coach, Literacy Committee	SBDM funds for additional Project Read purchases, as needed.
		School teams will create and implement an aligned math plan to include common vocabulary, concepts, and strategies for delivering school-wide Tier 1 instruction. (added 1/1/22)	Math alignment handbook, walkthrough observation of math teaching and learning, student achievement in reading level will increase in all grades (increase proficiency and decrease novice scoring students).	Admin Team, Instructional Coach, Math Committee	\$0

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

Goal 2: Increase the Proficiency of Science 38% PD to 62.3%, Social Studies 64% PD to 74.8%, and Writing from 68% PD to 70% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase proficiency for Science from 38% to 45%, Social Studies 64% PD to 67%, and Writing from 68% PD to 69% by May 2023.	KCWP 1 Design & Deploy Standards	School teams will work in weekly PLC meetings in order to address the 4 DuFour Questions of: 1. What do your Ss need to know and be able to do? 2. How do we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do when they have learned it?	common unit assessment and on-demand data; grade level science and social studies unit development	Admin Team, Instructional Coach, Teachers	\$0
		School teams will work to deconstruct science and social studies standards, develop a scope and sequence of skills, and develop rich units that draw from cross curricular content areas and incorporate an increase of nonfiction reading.	unit development,	Admin Team, Instructional Coach, Science and Social Studies Committees	SBDM for NewsELA, Reading AtoZ (nonfiction reading sources)
		School teams will be retrained in grade level writing expectations as part of the school-wide writing ELA plan.	student writing samples	Admin Team, Instructional Coach, Teachers	\$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Economically Disadvantaged Students from 43% to 46% by May 2023. Increase reading proficiency for Special Education Students from 39% to 42%.	KCWP 4 Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Incorporate RTI 2.0 strategies (Multi Tier System of Supports) Grade level teams will work in weekly PLC meetings in order to develop intervention plans for students who did not meet mastery on common grade level assessments and CASE assessments. 	Data dashboard for Gap students	Admin, Instructional Coach, Teachers	\$0
Objective 2: Increase the math proficiency for Economically Disadvantaged Students from 41% to 44% by May 2023. Increase proficiency os Special Education Students from 25% to 30%		PLC process of teachers using data and collaborating to understand what students know and don't know and developing common approaches and plans on how to improve student achievement.	Data dashboard for Gap students	Admin, Instructional Coach, Teachers	\$0
	KCWP 6 Establish Learning Culture and Environment	Integrate SEL systems into classroom instruction and whole school supports that support the whole child (Be Good People, school based	increased student achievement data, student SEL survey results	Admin Team, Guidance Counselors, Instructional Coach, Team Leaders, Teachers	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		counseling groups, Growth Mindset PL, book clubs, small group intervention, etc).			

4: English Learner Progress

Goal 4: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores).	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Admin, Teachers, EL teacher	\$0

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from **77.6** to 85.0 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning	Increase of student scores on the noncognitive	Guidance Counselor, Team Leaders, Admin	\$0

Goal 5: Increase the Quality of School Climate and Safety indicator from 77.6 to 85.0 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
indicator from 77.6 to 82.0 by 2023.		regarding emotional and mental wellness supports	skills survey; PL agendas		
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	Increase of student scores on the noncognitive skills survey	Guidance Counselor, Team Leaders, Admin	\$0

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
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

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

Evidence-based Practices

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