

# 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. 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 <u>Kentucky’s six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	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.): Increase the averaged combined reading and math assessment scores for middle students by 5% 05/31/2023 as measured by KAS assessment results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  FMS will increase the averaged combined reading and math scores through teacher learning opportunities.	KCWP 1: Design & Deploy Standards  We utilize our PLC's to ensure the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, are paced with accuracy.	BIT team meets monthly and the Math department meets weekly to explore Math instruction as ongoing action of the PLC's planning process.			
		The ELA department meets weekly to review the alignment between standards, learning targets, and assessment measures.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The iBit teams meets monthly.			
	KCWP4: Review, Analyze and Apply Data Classroom Activities	CCI: Teachers are being trained in the Continuous Classroom Improvement model. Data is displayed, discussed, and analyzed by students and adjusted.			
	KCWP4: Review, Analyze and Apply Data Classroom Activities	BIT: Our math teachers are being trained in the BIT model to ensure success.			
		iBIT: Our Reading teacher are being trained in iBIT model to ensure success.			
Objective 2 FMS will increase the averaged combined reading and math scores through student tutoring opportunities.	KCWP 5: Design, Align and Deliver Support	Extended School Services will provide allocations for after school tutoring to enhance the math & reading curriculum.			
		Extended School Services will provide allocations for programs to enhance			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the math & reading through iReady.			
	KCWP6: Establishing Learning Culture & Environment	The Counselor, Youth Service Center worker, and school as a whole will provide support to meet the needs of the whole child.			
	KCWP6: Establishing Learning Culture & Environment	PBIS & MTSS team will work together to meet ABRI objectives.			

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

Goal 2 (State your science, social studies, and writing goal.): Increase the combined Social Studies, Science, and Writing by 5% by 5/31/2023 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  FMS will increase the averaged Science, Social Studies, and Writing scores through teacher learning opportunities.	KCWP 1: Design & Deploy Standards  We utilize our PLC's to ensure the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, are paced with accuracy.)	Departments meet weekly to explore Science, Social Studies, and Writing instruction as ongoing action of the PLC's planning process.	KSA data iReady data		N/A
		The ELA, Social Studies, and Science departments meet weekly to review the alignment between standards, learning targets, and assessment measures.	Common Assessments KSA data iReady data		N/A
Objective 2  FMS will increase the averaged combined Social Studies, Science, and Writing KPrep scores through student tutoring opportunities.	KCWP 5: Design, Align and Deliver Support	Extended School Services will provide allocations for programs to enhance the math & reading through iReady.	KSA data iReady data		ESS
		Extended School Services will provide allocations for programs to	KSA data iReady data		ESS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		enhance the math & reading through iReady.			



### 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 FMS will improve the average combined reading and math proficiency ratings for students in the non-duplicated gap group differentiated instruction through programs to enhance the math & reading curriculum.	KCWP 2: Design and Deliver Instruction  Differentiated Instruction - By using differentiated instruction for our GAP students, we will monitor each individual's growth to help make decisions related to scheduling, allotment of teachers and use of school resources. We will also provide the additional instruction necessary to address areas of growth.	Teachers and staff will identify all students in the GAP groups, especially those who are not receiving any interventions or services. We will use ESS funds, and make adjustments to a student's schedule to provide the necessary interventions	KPrep		ESS
		We will use PLC time and built in PD days to analyze data and make sure we are implementing the correct interventions and have the right data to make informed decisions about student progress and placement.	iReady		N/A
Objective 2 FMS will improve the average	KCWP 4: Review, Analyze and	Teachers will be trained by school personnel to break down IReady	Standards Mastery Assessments IReady		Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
combined reading and math proficiency ratings for students in the non-duplicated gap group through teacher learning.	Apply Data  IReady Scores Analysis - By looking at IReady scores at a deeper level, teachers will be able to work on the sub skills necessary to make students more successful.	data further to identify students who are deficient in certain skills so they can develop instructional differentiation strategies.	assessment & Teachers toolbox		

4: English Learner Progress

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase our quality of school climate and safety index y 5% from 67.7 to 72.5 as measured by 2023 KSA results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Help students respect each other’s differences. (gender, culture, race, and ability)	Second Steps Curriculum	Weekly RTI lessons	Edu-climber reports		N/A
		Student Check in with counselor	Counselor Records		N/A
	We are waRRioRS behavior strategies	Relate school goals to Responsibility, Respect, Ready, and Safe	Warrior Bucks		Renaissance Acct.
		Relate inappropriate /appropriate behavior to waRRioRS	Warrior Bucks		Renaissance Acct.
Objective 2 Promoting a culture of fairness.	MTSS systems	Monthly meetngs with the MTSS committee	Edu-Climber reports		N/A
		WIN Wednesday			Renaissance
	School-Wide Behavior Management	Warrior Report	Edu-climber reports		N/A
		Behavior Matrix			N/A
	School-Wide Positive Interventions	Warrior Cart			Renaissance

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:

<b>Components of Turnaround Leadership Development and Support:</b>
<b>Consider:</b> 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? <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<b>Consider:</b> 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. <b>Response:</b>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<b>Consider:</b> 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? <b>Response:</b>
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.	<input checked="" type="checkbox"/>

## 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><b>Consider:</b> 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><b>Response:</b></p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

Evidence-based Practices

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