

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

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
<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 <u>Kentucky's six (6) Key Core Work Processes</u> 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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1 (State your proficiency goal.): B. Michael Middle School will increase the percentage of students performing at Proficient/Distinguished in Reading and Math as follows:
 Reading: from 61% in 2022 to 66% in 2025 and Math: from 53% in 2022 to 58% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, the percent of students performing proficient/distinguished in Reading and Math as measured by KPREP as follows: Reading: From 61% in 2022 to 64% by 2023 Math -- From 53% in 2022 to 56% by 2023.	KCWP 1 – Design and Deploy Standards: All teachers will continuously review the current curriculum to ensure alignment to state standards.	Monthly vertical alignment team meetings will provide an opportunity to review the alignment between standards, learning targets, and assessment measures (priority standards).	Progress monitoring student performance using the iReady assessment, student grade reports and common formative assessments developed in content area PLCs	Ongoing in the 2022-2023 school year.	No funding required.
		Ensure that instructional strategies and resources aligned with state standards are available to all teachers.	Progress monitoring student performance using the iReady assessment, student grade reports and common formative assessments developed in content area PLCs	Ongoing in the 2022-2023 school year.	Professional Development, General Fund.
	KCWP 2 - Design and Deliver and Instruction: All teachers will maintain a focus on using common instructional strategies and techniques that address ELA standards.	Professional Learning Communities: All teachers will participate weekly in PLCs to support holistic planning for high-fidelity instructional delivery of the standards.	PLC agenda/minutes, common assessments, unit/lesson plans will reflect progress.	Ongoing in the 2022-2023 school year.	Professional Development, General Fund
		RTI/Intervention/Enrichment: Teachers will customize intervention/enriching instruction in the intervention/enriching class period aimed at addressing each individual student's need.	Progress monitoring student performance using iReady assessment, iReady (Math and Reading) and Reading Plus (Reading) computer-	Ongoing in the 2022-2023 school year.	Professional Development, General Fund

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 4: Review, Analyze and Apply Data: All teachers will use iReady assessment data and actionable classroom formative data to make instructional decisions to address individual student need.</p>	<p>Administrators and teachers will continuously analyze and monitor student formative, interim, and summative assessment results, as well as universal screener data, to determine tiered intervention needs and adjust accordingly.</p>	<p>based instructional platform.</p>		
		<p>Teachers will work within their grade level departments to ensure that formative and summative assessments are aligned to the standards and learning targets.</p>	<p>PLC agenda/minutes,</p>	<p>Ongoing in the 2022-2023 school year.</p>	<p>No funding required.</p>
		<p>Provide support through professional learning and MTSS to assist teachers in ensuring TIER I PBIS is taught and modeled at high levels.</p>	<p>Monthly MTSS Leaders meetings, MTSS monthly/quarterly data, Feedback Surveys on PD, IMPACT Survey</p>	<p>Ongoing in the 2022-2023 school year.</p>	<p>No funding required.</p>
		<p>Establish and implement TIER II/III PBIS utilizing MTSS Framework to ensure wrap-around services for students needing additional support.</p>	<p>Professional learning survey responses, Intervention Plans, Progress Data, MTSS Meetings/Data Management system.</p>	<p>Ongoing in the 2022-2023 school year.</p>	<p>Professional Development, General Fund</p>

2: Separate Academic Indicator

Goal 2: B. Michael Middle School will increase the combined percentage of proficient/distinguished of all students in writing from 57% in 2023 to 62% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, the percent of students performing proficient/distinguished in writing will increase from 57% to 60% as measured by KPREP.	KCWP 2 – Design and Deliver Instruction: All teachers will provide highly effective, evidence-based instruction, to meet the needs of all students. Practices will be building/department aligned.	Students will produce writing products in the fall that will serve as a baseline performance for individual students that will be used as the basis for comparison with mid and end-of-year writing products to measure growth.	Growth on the writing rubric.	Ongoing in the 2022-2023 school year.	No funding required.
		Teachers will examine data in PLCs to identify trends in student performance. Instructional planning will address needs.	Growth on the writing rubric.	Ongoing in the 2022-2023 school year.	No funding required.
	KCWP 4: Review, Analyze and Apply Data: All teachers will identify and evaluate exemplary writing pieces in order to model quality writing for students.	Teachers will ensure students have access to high-quality writing instruction and opportunities to participate in the writing plan.	Student writing samples will be identified and analyzed as part of instruction.	Ongoing in the 2022-2023 school year.	No funding required.
		Students will identify benchmark writing goals and reflect with teacher/peers as they practice/complete writing activities.	Student writing samples will be identified and analyzed as part of instruction.	Ongoing in the 2022-2023 school year.	No funding required.

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 analyses 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
<p>Goal 2: B. Michael Middle School will increase the combined percentage of proficient/distinguished of Students with Disabilities (with IEPs) students in Reading and Math as follows:</p> <p>Reading: from 22% in 2022 to 35% in 2023.</p> <p>Math: from 11% in 2021 to 25% in 2023.</p>	<p>KCWP 1 – Design and Deploy Standards: All teachers will continuously review the current curriculum to ensure alignment to state standards.</p>	<p>Create, review and revise common assessments, unit/lesson plans to ensure alignment and rigor.</p>	<p>PLC agendas/minutes; walkthrough data.</p>	<p>Ongoing in the 2022-2023 school year.</p>	<p>No funding required.</p>
	<p>KCWP 2 – Design and Deliver Instruction: All teachers will provide highly effective, evidence-based instruction, to meet the needs of all students.</p>	<p>Allocate time for intervention for students to address individual student learning pathway needs.</p>	<p>Progress monitoring student performance using iReady assessment, iReady (Math and Reading) and Reading Plus (Reading) computer-based instructional platform.</p>	<p>Ongoing in the 2022-2023 school year.</p>	<p>Professional Development, General Fund</p>
		<p>Utilize Tier II and III time to ensure students receive reading, math and writing instruction based upon need.</p>	<p>Progress monitoring using EduClimber.</p>		<p>Title II</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): By the end of the 2025-2026 school year, 100% of EL students will increase their composite score on the ACCESS assessment by at least two performance levels as defined by the English Language Progress Value Tables.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 During the 2022-2023 school year, 100% of EL students will increase their composite score on the ACCESS assessment by 0.5.</p>	<p>KCWP 5: Design, Align and Deliver Support. The school will put a support system in place to ensure appropriate academic interventions are taking place to meet the needs of students in the ELL/ESL program.</p>	<p>Students will be given 20 minutes of Imagine Learning four times per week.</p>	<p>Imagine Learning reports; ACCESS results</p>	<p>Principal, Guidance Counselor, Classroom Teacher and EL Teacher will collectively monitor EL Student data on monthly basis.</p>	<p>District Title I</p>
		<p>Students will set attainable goals with the EL teacher based on ACCESS results with Ellevation.</p>	<p>Ellevation Reports, ACCESS results</p>	<p>Principal, Guidance Counselor, Classroom Teacher and EL Teacher will collectively monitor EL Student data on monthly basis.</p>	<p>District Title II</p>
		<p>Teachers will use ELlevation strategies to assist EL students in reaching their EL goals.</p>	<p>Ellevation Reports, ACCESS results</p>	<p>Principal, Guidance Counselor, Classroom Teacher and EL Teacher will collectively monitor EL Student data on monthly basis.</p>	<p>District Title III</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): B. Michael Middle School will increase the Climate Index Score (for all students) from 74.7% in 2022 to 85% in 2025

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, the climate Index Score (for all students) will increase from 74.7% to 78% as measured by the School Climate and Safety Survey.	KCWP 6: Establish learning culture and environment. Create and nurture a positive and safe school and classroom culture conducive to learning.	The Safety Team will meet monthly to evaluate the safety of the school climate.	Daily Safety-Walkthrough Forms	Administration, Staff, Safety Monitor.	Safe Schools

6: Other (Optional)

Goal 6 (State your separate goal.): The B. Michael Middle School Youth Service Center will provide quality services to students and families.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 31, 2023, the YSC will collaborate to provide programs and services to improve the students educational and home environment by as measured YSC data that is both qualitative and quantitative.</p>	<p>KCWP 6: Establishing Learning Culture and Environment - The YSC will design programming for students during and after the school day in order to enhance opportunities for students, parents, etc. These programs are in place to provide support for students and families.</p>	<p>The Youth Service Center will provide group programs to students throughout the year: Spartan Rangers, Guy’s group, Girl’s group, and Babysitting/Cooking Classes. Students will focus on the following ideas/values: leadership, community involvement, service learning, mentoring, and careers.</p>	<p>Provide for the needs of students/families.</p>	<p>Principal, Guidance Counselor, and Youth Service Center Staff</p>	<p>FRCYSC, Title I</p>
		<p>YSC will provide a school-wide parent night activity to increase parent and student involvement.</p>	<p>Provide for the needs of students/families.</p>	<p>Principal, Guidance Counselor, and Youth Service Center Staff</p>	<p>FRCYSC, Title I</p>
		<p>Students interview, create resumes and obtain a job around the school. Students are evaluated on performance.</p>	<p>Provide for the needs of students/families.</p>	<p>Principal, Guidance Counselor, and Youth Service Center Staff</p>	<p>FRCYSC, Title I</p>

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:
<p>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?</p> <p>Response: The school has created ongoing systems of data monitoring, impact, and reflection for all teachers centered around meaningful data points aligned with the essential curriculum. This data is reviewed bi-weekly and is shared with all grade-level teachers. The school utilizes Edgenuity, a data monitoring dashboard, that allows us to monitor student performance and is broken down by different demographic groups.</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 contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: The School Leadership Team will analyze needs (i.e., instructional time, professional development, RTI/enrichment, arts programs, etc.). The administrative and school leadership team and SBDM members review and establish priorities for resources, align those priorities to our vision and mission, review actual allocations, and then determine the appropriate use of those funds. Participants consider our CSIP when determining the appropriate use of people, time, and money.</p>

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Intervention for student learning needs (Adjustments to intervention time based on student performance on iReady and Classroom Formative Assessments [CFA].)	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Response to Intervention (Intervention timelines with adjustments in rosters)	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input type="checkbox"/>

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:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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.	☒