

## Comprehensive School Improvement Plan (CSIP) Farristown 2022

### 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><b>Goal:</b> 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 <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 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: We want to increase the KSA math and reading proficiency ratings for all students by the spring of 2027. Specifically, we want to increase the reading score to 72% proficient /distinguished and the math score to 60% proficient/distinguished by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the reading proficiency score on the KSA to 67% by 2023.	KCWP 2: Design and deliver instruction The school will continue to design instruction with engagement and cognition in mind.	Ensure cognitive engagement and comprehension strategies are in use and have intentional impact on student success.	iReady data Reading Plus data Observations	All teachers, academic coach, leadership: iReady Diagnostics – three times per school year Reading Plus – data collection monthly	\$15,000 per year for iReady program \$9,000 per year for Reading Plus
		Collaborate with departments and teams on formative assessment planning as well as common assessment planning.	PLC meetings Observations	All teachers, coach, leadership: PLC notes – twice a month Observation notes – as scheduled	
		Regular use of programs such as iReady, Reading Plus, IXL, and ReadWorks for data collection and individual student suggestions for improvement.	Program data – various pieces of information from each	All teachers, coach, leadership: Data from Programs Student data folders Observations	
	KCWP 5: Design, align, deliver support processes The school will provide support for instructional practice to improve reading abilities.	Continue to refine the Rtl system so that progress monitoring and movement of students reflects the overall academic goals.	Rtl rosters Assessments Reading Plus data KSA results	Academic coach and leadership team: Reading Plus iReady (Standards Mastery)	iReady (listed previously)
		Collaborate with the academic coach and other support staff for PLC protocols and MTSS data decisions.	PLC meetings/notes MTSS meetings/notes Climate Survey results	Leadership team: PLC notes MTSS notes	
	Objective 2: To increase the math proficiency score on the KSA to 56% by 2023.	KCWP 2: Design and deliver instruction The school will continue to design instruction with	Ensure cognitive engagement and comprehension strategies are in use and have intentional impact on student success.	iReady data Reading Plus data Observations	All teachers: iReady Diagnostics – three times per school year Reading Plus – data collection monthly

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<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
	engagement and cognition in mind.	Collaborate with departments and teams on formative assessment planning as well as common assessment planning.	PLC meetings Observations	All teachers: PLC notes – twice a month Observation notes – as scheduled	
		Regular use of programs such as iReady, Reading Plus, IXL, and ReadWorks for data collection and individual student suggestions for improvement.	Program data – various pieces of information from each	All teachers: Data from Programs Student data folders Observations	\$8000 for various other online programs we use such as IXL, Get More Math, etc.
	KCWP 5: Design, align, deliver support processes The school will provide support for instructional practice to improve reading abilities.	Continue to refine the Rtl system so that progress monitoring and movement of students reflects the overall academic goals.	Rtl rosters Assessments Reading Plus data KSA results	All teachers, academic coach: Reading Plus iReady (Standards Mastery)	iReady (listed previously)
		Collaborate with the academic coach and other support staff for PLC protocols and MTSS data decisions.	PLC meetings/notes MTSS meetings/notes Climate Survey results	Counselor, FRYSC, leadership team, coach: PLC notes MTSS notes	\$2000 – promotion of PLC work (subs needed on occasion)

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

<b>Goal 2: We want to increase our science, social studies, and writing proficiency ratings for all students by the spring of 2027. Specifically, we want to increase the science score to 60% proficient/distinguished, the social studies score to 62% proficient/distinguished, and the writing score to 72% proficient/distinguished by 2027.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1: To increase the science and social studies proficiency scores on KSA to 57% by 2023.	KCWP 1: Design and deploy standards The school will revise curriculum documents and assessments as needed.	PLCs will work to revise curriculum documents as needed with changes to standards and units.	Curriculum documents KSA test results	All teachers: PLC Assessment data	\$2000 – promotion of PLC work (subs needed on occasion)
		PLCs will collaborate to develop common assessments that reflect standards at appropriate progression through school year.	Common assessments KSA test results	All teachers: Common assessment data	
	KCWP 2: Design and deliver instruction The school will continue to design instruction with engagement and cognition in mind.	Implement evidence-based strategies and labs for advancing science curriculum.	Student data folders KSA test results	All teachers: PLCs Student data folders	\$3000 for lab materials through - out the school year.
		Use Edulastic formatting for common assessments.	Assessments	All teachers: Feedback on assessments	
Objective 2: To increase the writing proficiency score on KSA to 68% by 2023.	KCWP 1: Design and deploy standards The school will revise curriculum documents and assessments as needed.	Continue to implement and monitor school – wide literacy plans to include writing for different purposes across content areas.	ODW pieces and feedback Student data folders KSA writing scores	Observations Feedback Student work ODW practice scores	\$500 for training (if outside school day)
		Assist and/or train new teachers in the school – wide plan as needed.	PLC notes	ODW practice scores Feedback	
	KCWP 5: Design, align, and deliver support The school will provide support for instructional practice to improve writing abilities.	Collaborate with the academic coach and ELA department to assist students that struggle in the area of writing through tutoring or workshops.	ODW practice scores KSA writing scores	Observations Teacher/student feedback ODW practice progress	

**Goal 2: We want to increase our science, social studies, and writing proficiency ratings for all students by the spring of 2027. Specifically, we want to increase the science score to 60% proficient/distinguished, the social studies score to 62% proficient/distinguished, and the writing score to 72% proficient/distinguished by 2027.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

**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
<p>Objective 1: We want to increase the proficiency rating of our students with disabilities on the Reading test to 38%.</p>	<p><b>KCWP 5: Design and deliver support</b> The school will provide support for students with disabilities.</p>	<p><b>Collaborate with the special education teachers, regular education teachers, tutors, and the academic coach to develop Rtl and tutoring strategies that will help students be successful.</b></p>	<p>Rtl data Reading Plus data iReady data</p>	<p><b>Classroom teachers, academic coach:</b> Reading Plus data iReady data</p>	<p><b>Funding for programs and platforms mentioned previously.</b></p>
		<p><b>Use data collection tools to try to help students acquire missing skills during Rtl and/or tutoring sessions.</b></p>	<p>Rtl data Reading Plus data iReady data Other programs based on need</p>	<p><b>Principal, leadership team:</b> Reading Plus data iReady data</p>	
		<p><b>Continue developing a plan to monitor interventions and data through Rtl.</b></p>	<p>Rtl data Rtl rosters</p>	<p><b>Academic coach and leadership team:</b> PLC notes Leadership Meeting notes</p>	
<p>Objective 2: We want to increase the proficiency rating of our economically disadvantaged students on the Reading test to 47%.</p>	<p><b>KCWP 5: Design and deliver support</b> The school will provide support for students with an economic disadvantage.</p>	<p><b>Collaborate with the special education teachers, regular education teachers, tutors, and the academic coach to develop Rtl and tutoring strategies that will help students be successful.</b></p>	<p>Rtl data Reading Plus data iReady data</p>	<p><b>Classroom teachers, academic coach, principal:</b> Reading Plus data iReady data</p>	<p><b>Funding for programs and platforms mentioned previously.</b></p>
		<p><b>Use data collection tools to try to help students acquire missing skills during Rtl and/or tutoring sessions.</b></p>	<p>Rtl data Reading Plus data iReady data Other programs based on need</p>	<p><b>Classroom teachers, academic coach, principal, and leadership team:</b> Reading Plus data iReady data</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Continue developing a plan to monitor interventions and data through Rtl.	Rtl data Rtl rosters	Academic coach: PLC notes Leadership Meeting notes	



**4: English Learner Progress**

<b>Goal 4: By the end of the 2026 – 2027 school year, 100% of English Language Learners will increase their composite score on the ACCESS assessment by at least two performance levels as defined by the English Language progress value tables.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1: All of the English Language Learners will increase their composite score on the ACCESS assessment by 0.5 during the 2022-23 school year.	KCWP 5: Design, align, and deliver support The school will provide support to ensure that appropriate academic interventions are taking place to meet the needs of ELL students.	Students will be provided 20 minutes of Imagine Learning four times per week.	Imagine Learning reports ACCESS results	Guidance Counselor, classroom teacher, and ELL teacher will collectively monitor student data each month.	District Title
		Students will set goal with the ELL teacher based on ACCESS results.	Ellevation reports ACCESS results	Guidance Counselor, classroom teacher, and ELL teacher will collectively monitor student data each month.	District Title
		Teachers will use recommended Ellevation strategies to assist students in reaching goals.		Guidance Counselor, classroom teacher, and ELL teacher will collectively monitor student data each month.	District Title

5: Quality of School Climate and Safety

Goal 5: We want 100% of our students to come to school feeling safe and positive about the culture and climate at school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To make sure students know our safety protocols and are assured about their safety at school.	KCWP 5: Design, align, and deliver support Continue with safety procedures and communicate with students about school safety and how we are addressing specific issues.	Continue to have a very visible safety monitor and School Resource Officer circulating in the building on a daily basis.	Scores on Survey No safety violations No safety concerns	Student surveys/discussions	District money for safety monitor and SRO.
		Continue safety protocols with revision as needed including locking all doors each class period, monitoring cameras and outside doors, etc.	Scores on Survey No safety violations No safety concerns	Student surveys/discussions Observations	
		Communicate with students and parents in various formats about safety concerns or issues as well as the normal safety procedures.	Copies of communications including emails, notes, etc.	Student surveys/discussions	
Objective 2: Continue to provide activities that promote positive culture and climate on a regular basis.	KCWP 5: Design, align, and deliver support Continue to provide positive culture and climate activities through the Renaissance program.	Continue to build our systems around the Renaissance program which is our positive culture and incentive program.	Scores on survey Student grades Student behavior Student attendance	Student surveys/discussions Observations	Renaissance requires a great deal of funding which is generated through school fundraisers, usually about \$12,000 per year. The annual conference is another expense, and it usually costs about \$5000 for 4 attendants.
		Continue to push positive messages through our programs and activities.	Scores on survey Student grades Student behavior	Student surveys/discussions Observations	\$2000 for building signs, banners, boards, etc.

<b>Goal 5: We want 100% of our students to come to school feeling safe and positive about the culture and climate at school.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
			<b>Student attendance</b>		
		<b>Continue to encourage students and use support staff to help them work through problems and issues.</b>	<b>Scores on survey Student grades Student behavior Student attendance PLP notes (IC)</b>	<b>Student surveys/discussions Observations Meeting Notes</b>	<b>\$2500 for outside sources for help such as the Why Try program.</b>

**6: Postsecondary Readiness (high school only)**

**7: Graduation Rate (high school only)**

**8: Other (Optional)**

**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>
<p><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></p>
<b>Identification of Critical Resources Inequities:</b>
<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.  <b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><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></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><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></p>
<p><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.</b></p>

**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 “[Compliance Requirements](#)” 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:

<b>Turnaround Team:</b>
<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>
<b>Identification of Critical Resources Inequities:</b>
<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>

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