

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. 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 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 (State your reading and math goal.):To increase the number of students scoring Proficient/Distinguished from 51% in Reading to 71% by spring of 2027 and to increase the percentage of Proficient/Distinguished in Math from 39% to 59%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of proficient/distinguished students in Reading from 51% to 55% by spring of 2023 as measured by state required academic assessment	Establish a system for designing and deploying standards in order to assure that curriculum is valid and aligned to standards.	Grade level teams will meet weekly in PLCs utilizing a PDSA process (two week cycle).	-Principal will attend weekly PLC meetings and monitor implementation of PLC Protocol	Our goal for the spring of 2022 was to have 43% of students score Proficient/Distinguished in Reading. In the spring of 2022 51% of our students scored Proficient/Distinguished in Reading, an increase of 8%.	\$0
		During the plan/do portion, teams review upcoming unit plans to ensure that instructional strategies, assessments, and resources are aligned to grade level standards.	-PLC agendas -Tracking tools and Data Analysis forms -Curriculum Maps -Walk Throughs		
		During the study/act portion, teams analyze assessments and results to determine alignment to state standards and make curricular adjustments as needed.			

Goal 1 (State your reading and math goal.):To increase the number of students scoring Proficient/Distinguished from 51% in Reading to 71% by spring of 2027 and to increase the percentage of Proficient/Distinguished in Math from 39% to 59%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the percentage of Proficient/Distinguished in Math from 39% to 59% by the spring of 2023 as measured by the state required academic assessment	Establish a system for designing and deploying standards in order to assure that curriculum is valid and aligned to standards.	Grade level teams will meet weekly in PLCs utilizing a PDSA process (two week cycle).	-Principal will attend weekly PLC meetings and monitor implementation of PLC Protocol	Our goal in math for the spring of 2022 was for 32% of students to score Proficient/Distinguished in Math. In the spring of 2022 39% of students scored Proficient/Distinguished, an increase of 7%.	\$0
		During the plan/do portion, teams review upcoming unit plans to ensure that instructional strategies, assessments, and resources are aligned to grade level standards.	-PLC agendas -Tracking tools and Data Analysis forms -Curriculum Maps -Walk Throughs		
		During the study/act portion, teams analyze assessments and results to determine alignment to state standards and make curricular adjustments as needed.			

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

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient/distinguished in Science from 35% to 55% by spring 2027 as measured by state required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient/distinguished in Science from 35% to 39% by spring 2023 as measured by state required academic assessments.	Refine our current system for designing and delivering instruction in science in order to ensure all students are engaged in rigorous, inquiry-based instructional activities. (KCWP 2)	Science teachers will meet bi-weekly to review upcoming unit plans to ensure that instructional strategies are rigorous and inquiry-based, and that assessments and resources are tightly aligned to grade level standards.	<ul style="list-style-type: none"> -Principal will attend meetings and monitor implementation of protocol -Meeting agendas -Tracking tools and Data Analysis forms -Curriculum Maps -Walk Throughs 	Our goal was to increase the number of students scoring Proficient/Distinguished to 27% by the spring of 2022. We met our goal and increased the number of students scoring Proficient/Distinguished to 35%.	\$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
<p>Objective 1: Increase the percentage of students with IEPs scoring proficient/distinguished in Math from 16% to 20% by the spring of 2023 as measured by state required academic assessments.</p>	<p>Design, align and deliver support processes in order to meet the needs of all students and ensure high levels of success. (KCWP 5)</p>	<p>The school leadership team meets weekly. Part of their responsibility is to implement and monitor a schedule that ensures appropriate academic interventions are taking place without interfering with Tier 1 instruction. In addition, as IEPs come up for re-evaluation, the team will ensure that students are placed in their least restrictive environment so that ALL students are engaged in quality grade level content.</p>	<p>-Meeting agendas -Student IEPs</p>	<p>Our goal last year was to increase the percentage of students with IEPs scoring Proficient/Distinguished in Math from 14% to 18%. Unfortunately we did not meet our goal. Although we did increase the percentage of students with IEP's scoring proficient/distinguished in Math from 14% to 16%.</p>	<p>\$0</p>
	<p>Design, align and deliver support processes in order to meet the needs of all students and ensure high levels of success. (KCWP 5)</p>	<p>The school leadership team meets weekly. Part of their responsibility is to implement and monitor a schedule that ensures appropriate academic interventions are taking place without interfering with Tier 1 instruction. In addition, as IEPs come up for re-evaluation, the team will ensure that students are placed in their least restrictive environment so that ALL students</p>	<p>-Meeting agendas -Student IEPs</p>	<p>Our Reading goal was to increase the percentage of students with IEP's scoring Proficient/Distinguished from 29% to 33%. Last year only 24% of our students with IEP's scored Proficient/Distinguished in Reading.</p>	<p>\$0</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		are engaged in quality grade level content.			
Objective 3: Decrease the percentage of Novice students in Math from 31% to 27% and in Reading from 21% to 17% by spring of 2023 as measured by state required academic assessments.	Implement a system for establishing a learning culture and environment in order to nurture and sustain a fair and caring learning community in which all students have optimal opportunities for success. (KCWP 6)	As an on-going process, all classroom teachers will collaborate with their students to carry out a system for continuous classroom improvement. This will include the co-creation and commitment to classroom mission statements, as well as using a PDSA model, so that students are actively involved in knowing their own data and making decisions about their own learning.	<ul style="list-style-type: none"> -Evidence of classroom PDSA -Student data results -Quality classroom mission statements that reflect our school’s core beliefs 	Our goal was to decrease the percentage of Novice students in Math from 33% to 29% and in Reading from 32% to 28% by spring of 2022. We were able to decrease the percentage of Novice in Math to 31% and we were able to decrease the number of Novice in Reading to 21%. That is a significant decrease in the percentage of Novice in Reading.	\$0

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2022-23 school year, 100% of EL students will increase their composite score on the ACCESS assessment by 0.5.	Design, align, and deliver support to EL students through establishing a support system to ensure appropriate academic growth.	- Students will be provided with 20 minutes of Imagine Learning four times per week. - Students will set attainable goals.	- Imagine Learning reports; ACCESS results	Principal, Guidance Counselor, Classroom Teacher and EL Teacher will collectively monitor EL Student data on a monthly basis.	District Title I
	(KCWP 5)	- Interventions will take place with the EL teacher based on the needs of students in the ELL/ESL program.			
		- ACCESS results within Ellevation.			
		- Teachers will use Ellevation strategies to assist EL students in reaching their EL goals.			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): To improve our school climate and safety survey from yellow to green.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students with IEP's scored in the Low range on the school Climate and Safety Survey. We want to improve that score to be in the yellow range.	Involve students in the school wide safety plan	During guidance lessons we are going to talk about safety and talk about all the things we do as a school to keep students safe.	The score of our school climate and safety survey increases.	Meet with the student voice group monthly	\$0

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:

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:</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:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>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.</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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
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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:

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:

Evidence-based Practices

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