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
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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	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 average combined reading and math proficiency scores from 61.2 to 73 as determined by Kentucky Summative Assessment by 2025. This is an increase from 53 in the KPREP assessment era.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Objective 1 Standards-based instruction	• KCWP 1: Design and Deploy Standards	Ensure that monitoring measures are in place to support high fidelity in teaching.	Peer Observations, observations, classroom data, standards mastery checks	December 2023	N/A
	• KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps	PLCs	December 2023	N/A
Objective 2 Sound use of assessments for instruction	• KCWP 3: Design and Deliver Assessment Literacy	Ensure that all assessments evolve from high quality standards.	PLCs/work sessions	December 2023	N/A
		Monitor and evaluate the validity of assessments, standards, and learning targets.	PLCs/work sessions	December 2023	Title I-online interim assessments

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

Goal 2 (State your science, social studies, and writing goal.): Increase Kit Carson's Separate Academic Indicator score from 70.1 to 75.0 by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase the overall separate indicator score for Kit Carson from: Combined Writing-69.9 (2021) Science-71.8 (2021) Social Studies-68.7 (2021)	KCWP 4: Review, Analyze and Apply Data	During PLC time, teachers will gather to review student writing and analyze results.	PLC agendas/minutes	Dec. 2023	N/A
		Develop a progress monitoring system to monitor standards mastery for each student.	PLC agendas/minutes	Dec.2023	Title 1
		Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	PLC agendas/minutes	Dec. 2023	Title 1
		Use assessment modalities modeling KAS in science and social studies for units of instruction.			

3: Achievement Gap: By 2023, we will increase the average combined reading and math proficiency ratings for special ed populations to 40.0 combined index.

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 Use data to improve instruction	• KCWP 4: Review, Analyze and Apply Data	Ensure that all assessments are used appropriately to determine tiered intervention needs	PLC minutes assessments	December 2023	Title 1
	• KCWP 4: Review, Analyze and Apply Data	All assessments are aligned to the standards and learning targets.	PLC minutes assessments	December 2023	N/A
Objective 2 Adjust master schedule to increase Tier 1 availability in core instruction.	• KCWP 5: Design, Align and Deliver Support Processes	Ensure all students in this group receive IEP aligned Tier 1 instruction.	Updated Schedules for all students in SPED	December 2023	N/A
		Support in general classroom with staff and personnel to gain access to Tier 1 content.	Updated Schedules for all assigned personnel	December 2023	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, 100% of EL Students will icrease their composite scores 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
Objective 1, By 2023, 100% of EL students will increase their composite score on the Access assessment by 0.5	KCWP:5 Design, Align, and Deliver support	Students will be provided with 20 minutes of Imagine Learning four times a week.	Imagine Learning, ACCESS results	Feb 2023-ACCESS	Title 1
		Students will set attainable goals with their EL teacher based on ACCESS results within Ellevation	Ellevation reports,ACCESS results	Feb 2023-ACCESS	
		Teachers will use Ellevation strategies to assist EL students in reaching their EL goals	Ellevation reports,ACCESS results		

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase our QSCS goal from 76.1 to 80.0.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Effective counseling and FRYSC supports at Kit Carson	• KCWP 5: Design, Align and Deliver Support Processes	Quarterly meetings on non-academic concerns with students that results in small groups, intervention from FRYSC, other school personnel	PLC agenda/minutes	December 2023	N/A
			Schedule of counseling services with time allotments.	December 2023	N/A
Objective 2 Quality of School climate and safety review with students second semester					

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:
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?
Response:
With the support of the Madison County school district, Kit Carson school leadership is ensuring that we believe all students can learn in meaningful ways. We will demonstrate our want for student achievement by collaborating with district personnel to analyze, review, change schedules, procedures, tools, and strategies to account for high quality, rigorous standards attainment. We will review data and continue to monitor our efforts towards Tier 1 attainment in a systematic approach in reading and math.
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:
School leadership will meet with general ed and special ed staff to closely look at access to Tier 1 instruction. We will update our SPED master schedule to ensure all students in this population have access to Core Content, as appropriate. Staff personnel will aid in support in general classrooms, as needed, to gain access to Tier 1 instruction. All assessments will be administered and accounted for under the direction of school leadership with appropriate staff. High Yield tutoring may be offered for areas of need through the use of ESS upon assessment review.
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:
Sped populations were reviewed when new leadership was hired on Oct. 31. After careful review of IEP's, it was decided a master schedule change was needed and caseloads were re-organized to create travel groups, especially in 3-5th grades. General Ed and Special ed gave feedback about schedules and case load shifts. Analyzing support personnel schedules took place to help students gain access to general classroom instruction, as needed and supervised by Special Ed teachers. This change will happen the beginning of second semester 2023. A review of assessments in these populations is calendared for PLC's, which is ongoing and systematic.

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?

Response:

MDC at Kit Carson-includes ¾ special ed teachers-Meet monthly, coach monthly, provide feedback

PLC's with special ed to look at summative data on student populations in reading and math. -Monthly

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 "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
Math Design Collaborative whole school at Kit Carson		☐
Professional Learning Communities talking about direct instruction	Dufour	☐

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

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.	☒