

## 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.):

By 2025, Madison Kindergarten Academy will increase the number of students scoring on or above level by 10% in both reading and mathematics as measured by iReady.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2023, 65% of all students will score at Mid-K designation, according to iReady, in both reading and math.	<u>KCWP 2: Design and Deliver Instruction</u>	Teacher led Guided Reading & math groups daily	Standards Based Formative Assessments		
	<u>KCWP 4: Review, Analyze and Apply Data</u>	45 min week in iReady adaptive computer instruction	iReady Assessment		Title 1
			iReady weekly formative checks with 80% or higher		
	<u>KCWP 5: Design, Align and Deliver Support</u>	Paraeducators delivering instruction during guided math time daily.	iReady Assessment		Title 1
			Intervention Teacher provides pull-out math intervention to students based on areas below benchmarks on the AVMR assessment	iReady Assessment	
Objective 2 By May of 2023 90% of all students will recognize and identify all 52 letters.	<u>KCWP 2: Design and Deliver Instruction</u>	Space practice of letter learning through specified letter cycles	District Alphabet Module weekly data collection		
		Daily school-wide RtI	Letter Checks every two weeks		
	<u>KCWP 4: Review, Analyze and Apply Data</u>	PDSA Learning Cycles	Summative assessments in reading		
		45 min a week in iReady adaptive instruction in reading	iReady Formative, Growth, and Summative Assessments		Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 By May of 2023, 90% of all students will recognize all letter sounds including long and short vowel sounds.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	<p>Space practice of phonemic awareness and phonics</p>	<p>District Phonemic Awareness &amp; Phonics Modules</p>		<p>Title 1</p>
		<p>Daily school-wide RtI</p>	<p>Letter Sound Checks every two weeks</p>		
		<p>45 min a week in iReady adaptive instruction in reading</p>	<p>iReady Formative, Growth, and Summative Assessments</p>		<p>Title 1</p>
	<p><u>KCWP 4: Review, Analyze and Apply Data</u></p>	<p>PDSA Learning Cycles</p>	<p>Summative assessments in reading</p>		
			<p>Data collection monthly</p>		
<p>Objective 4 By May of 2023, 70% of all students will score at an independent level D or above as measure by the Fountas and Pinnell assessment.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	<p>80 minutes of Guided Reading daily for all students</p>	<p>Fountas and Pinnell Assessment</p>		
		<p>Literacy Footprints Materials and Lesson Resources for each classroom</p>	<p>Running Records Benchmark Level Checks</p>		<p>Title 1 funding</p>
	<p><u>KCWP 4: Review, Analyze and Apply Data</u></p>	<p>Text Level Assessment &amp; Data Analysis 4 times a year to monitor growth and progress</p>	<p>Fountas and Pinnell Assessment LLI Benchmark Leveled Readers Assessment Kit</p>		
	<p><u>KCWP 5: Design, Align and Deliver Support</u></p>	<p>Para-educators deliver phonics/phonemic awareness instruction daily during reading groups using Heggerty Resource</p>	<p>Fountas and Pinnell Assessment</p>		<p>Title 1</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		RTA Reading Intervention Teacher provides both push-in and pull-out reading intervention services for students below benchmark criteria	Fountas and Pinnell Assessment		RTA Grant
<p>Objective 5 By May of 2023, 80% of all students will score a 12 or above composite on the AVMR assessment.</p>	<u>KCWP 2: Design and Deliver Instruction</u>	Guided math groups daily	Add+Vantage Math (AVMR) Assessment		Title 1 Funds
	<u>KCWP 4: Review, Analyze and Apply Data</u>	45 min week in iReady adaptive computer instruction	iReady		
	<u>KCWP 5: Design, Align and Deliver Support</u>	Daily Counting RTI	Data collection bi-monthly (2 times a month)		
		Paraeducators delivering instruction during guided math time daily.			
		Math intervention provided for pull-out services for students below benchmark in AVMR	AVMR Assessment		
<p>Objective 6 With the support of Family Resource Center Director, staff and stakeholders will remove non-academic barriers to learning as a means to support student success</p>	<u>KCWP 4: Review, Analyze and Apply Data</u>	FRC director collaborating with principal with various events, activities, and support for MKA students and staff by way of attendance, parent involvement, school nurse collaboration, community outreach, etc.	Quantitative Data, Infinite Campus, iReady, AVR, F&P		FRC Funds Title 1 Family Involvement Funds
	<u>KCWP 5: Design, Align and Deliver Support</u>	FRC director meets monthly with SBDM council to report above and engage stakeholders. Quantitative Infinite Campus, iReady, AVR, and F&P	Minutes and Agenda for SBDM meetings		

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

Goal 2 (State your science, social studies, and writing goal.):

By 2025, 80% of Madison Kindergarten Academy students will achieve an on-level writing score in text types and purposes (opinion, narrative, informative/explanatory) as measured by standards-based writing rubrics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2023, all teachers will implement the use of writing assessments and rubrics.	<u>KCWP 2: Design and Deliver Instruction</u>	Every teacher using 20 minutes writing time in language arts block, everyday	Writing rubrics and assessments		
		Use of writing samples, exemplars, and texts that support three types of writing for each nine-week unit			
	<u>KCWP 4: Review, Analyze and Apply Data</u>	Shared scoring of all unit’s summative writing	Writing rubrics and assessments		

### 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 By May of 2023 90% of all students will recognize and identify all 52 letters.	<u>KCWP 2: Design and Deliver Instruction</u>	Space practice of letter learning through specified letter cycles	District Alphabet Module weekly data collection		
		Daily school-wide RtI	Letter Checks every two weeks		
	<u>KCWP 4: Review, Analyze and Apply Data</u>	PDSA Learning Cycles	Summative assessments in reading		
		45 min a week in iReady adaptive instruction in reading	iReady Formative, Growth, and Summative Assessments		Title 1
	<u>KCWP 2: Design and Deliver Instruction</u>	Space practice of letter learning through specified letter cycles	District Alphabet Module weekly data collection		
		Daily school-wide RtI	Letter Checks every two weeks		
Objective 2 By May of 2023, 90% of all students will recognize all letter sounds including long and short vowel sounds.	<u>KCWP 2: Design and Deliver Instruction</u>	Space practice of phonemic awareness and phonics	District Phonemic Awareness & Phonics Modules		Title 1
		Daily school-wide RtI	Letter Sound Checks every two weeks		
	<u>KCWP 4: Review, Analyze and Apply Data</u>	45 min a week in iReady adaptive instruction in reading	iReady Formative, Growth, and		Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Summative Assessments		
		PDSA Learning Cycles	Summative assessments in reading		
		<u>KCWP 2: Design and Deliver Instruction</u>	Data collection monthly		
		Space practice of phonemic awareness and phonics	District Phonemic Awareness & Phonics Modules		Title 1
<p>Objective 3 By May of 2023, 70% of all students will score at an independent level D or above as measure by the Fountas and Pinnell assessment.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u></p> <p><u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 5: Design, Align and Deliver Support</u></p> <p><u>KCWP 2: Design and Deliver Instruction</u></p>	80 minutes of Guided Reading daily for all students	Fountas and Pinnell Assessment		
		Literacy Footprints Materials and Lesson Resources for each classroom	Running Records Benchmark Level Checks		Title 1 funding
		Text Level Assessment & Data Analysis 4 times a year to monitor growth and progress	Fountas and Pinnell Assessment LLI Benchmark Leveled Readers Assessment Kit		
		Para-educators deliver phonics/phonemic awareness instruction daily during reading groups using Heggerty Resource	Fountas and Pinnell Assessment		Title 1
		RTA Reading Intervention Teacher provides both push-in and pull-out reading intervention services for students below benchmark criteria	Fountas and Pinnell Assessment		RTA Grant
		80 minutes of Guided Reading daily for all students	Fountas and Pinnell Assessment		



#### **4: English Learner Progress**

Goal 4 (State your English Learner goal.):

Since we are a Kindergarten Only campus, our students complete the ACCESS assessment for the first time. The assessment scores establish the baseline for student English Language Proficiencies as provide the starting point for their next schools to set growth goals. We will not have goals or objectives in this area

#### **5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.):

Not Applicable due to Kindergarten Grade Level not completing the KSA

**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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <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>
<p><b>Identification of Critical Resources Inequities:</b></p> <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>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p> <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>

**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:**

**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
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"/>
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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:

<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>

**Evidence-based Practices**

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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.

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