

## 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

<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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma</i>, <i>Shiple</i>y, <i>Baldrige</i>, etc.).</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: Increase READING proficiency from 54% PD to 67.1% PD by May 2027. Increase MATH proficiency from 51% PD to 61.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 54% PD to 60% PD by May 2023. Objective 2: Increase MATH proficiency from 51% PD to 55% by May 2023.	Key Core Work Processes (KCWP) to Design & Deliver Instruction	Literacy and math support through use of instructional coach to improve core instruction	Student-centered coaching cycle; collaborative plans with teachers. Intended Results-Curriculum alignment/ pacing; modeling best practices for teachers thereby raising rigor and engagement	Admin team	NA
		Design and deliver common assessments	Teachers bring their common assessments and resulting data to weekly PLC's. Intended Results-ensure all students have access to the same curriculum; inform team members' individual and collective teaching practice through data analysis	Admin team	SBDM, Title 1
		Ensure Learning Targets are posted and referenced through each lesson.	Learning Targets are collaboratively built by PLC and connected to standards. LT in student friendly language, is posted	Admin team	NA

Goal 1: Increase READING proficiency from 54% PD to 67.1% PD by May 2027. Increase MATH proficiency from 51% PD to 61.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and referenced for student clarity in every lesson.		
		Collaborative planning in PLC's through use of DuFour questions	PLC notes are kept for each weekly PLC. Intended Results-forming instructional plans for students based on data.	Admin team	NA
	KCWP 4 Review, Analyze, and Apply Data	Analyze common assessment data and apply to RTI groups	ATM notes are kept during weekly PLC meetings. These are kept with the intent of forming RTI groups based on student data and need.	Admin team	NA
		Apply admin walkthrough feedback to improve instruction	On-going use of walk-through data with the intent to show improvement in areas of growth from week to week.	Admin team	NA

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

Goal 2: Increase the Proficiency of Science 30% PD to 52.9%, Social Studies 40% PD to 46.8%, and Writing from 19% PD to 46.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 30% PD to 40%, Social Studies 40% PD to 45%, and Writing from 19% PD to 35% by May 2023.	KCWP 2 Design & Deliver Grade level Instruction	Instructional support through use of instructional coach to improve core instruction	Notes from collaborative teacher meetings. Intended results are to increase rigor through the use of inquiry based learning.	Admin team	NA
		Increase use of engagement strategies such as Kagan supported by Kagan coaching	Provide additional training to teachers in Kagan strategies with the intended results being an increase in student engagement on weekly walkthrough forms	Admin team	SBDM, Title 1, Title 2
	KCWP 5 Design, Align, and Deliver Support	Stakeholders evaluate current curriculum and instructional practices in these areas to ensure they meet current students' needs (especially in gap groups)	Collecting stakeholder input towards revising the vision/mission with the intent that it will drive the work in evaluating curriculum and instructional	Admin team	NA

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			practices moving forward.		

### 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: Increase the reading proficiency for Gap Group 46% to 47% by May 2023. Objective 2: Increase the math proficiency for Gap Group 42% to 43% by May 2023.	KCWP 4 Review, Analyze, and Apply Data	Provide protected time for teachers to analyze CASE/MVPA assessment data and form instructional plans for gap group students	Provide teachers with a protected half day planning period for analyzing data. Intended results-forming instructional plans/ groups based on student need	Admin team	NA
	KCWP 2 Design & Deliver Instruction	Increase co teaching instruction to help target the EL and IEP gap group	Provide PD for teachers through district resources and/or NKCES. Intended results-increase support	Admin team; Special ed coordinator	SBDM, Title 1, Title 2, IDEA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			for students in the regular classroom setting through collaboration.		
		Provide additional LLI training and support to special education teachers. Provide extra OG training for Special Educational staff.	Monthly PLC's providing ongoing training and support for LLI instruction. Intended results-ensure fidelity of instruction and increase student academic outcomes	Admin team; Special ed coordinator	SBDM, Title 1, Title 2, IDEA
		Provide SIOP training for teachers to support EL students in the classroom	Provide PD for teachers through district resources and/or NKCES to get at least one teacher in each grade level trained in SIOP strategies. Intended results-increase engagement and learning for EL students	Admin team	SBDM, Title 1, Title 2

4: English Learner Progress

Goal 4: Increase the English Learner indicator from <b>37.4%</b> to 45% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 37.4% to 40% by 2023.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy  Desired Student Outcome: Increased English proficiency	Admin Team	SBDM, Title 1, Title 2

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.9% to 85% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 74.9 to 80% by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports such as Zones of Regulation, PBIS, CHNK IOP partnership, and counseling small groups	QSCS Survey results	Admin/Counselors	SBDM
		Align and integrate school mental health, PBIS, and RTI	PBIS SAS/TFI,	Admin/Counselors	SBDM, Title 1



Goal 5: Increase the Quality of School Climate and Safety indicator from 74.9% to 85% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ensuring an interconnected Multi-Tiered Systems of Support framework.	QSCS Survey results		

**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 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 the 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 consistently underperforming subgroups of students.  <b>Response:</b></p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p> <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 subgroups. How will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practices for 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 “[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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New Yo

### 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 continue to exist, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

**Evidence-based Practices**

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