

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 Kentucky's six (6) Key Core Work Processes 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 the end of the 2024-2025, our combined Reading and Mathematics index will be a 96.0					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the end of 2022-2023 school year, our percent of proficient and distinguished students in Reading go from 80% to 82%.	KCWP #1 – Design and Deploy Standards	Focus intentionally on curriculum to develop a guaranteed and viable curriculum.	Continue resource acquisition that meet our curricular needs	PLC meeting notes and department recommendations	Shared between fees and Central Office depending on resources needed
			Continue to study and implement Professional Learning Communities.	Progression through Marzano’s levels of highly effective schools	Potential PLC at Work conference
	KCWP #5 - Design, Align, and Deliver Support	Continue to implement an effective RTI process.	Provide for a master scheduled that allows a dedicated RTI period each day	Dedicated time in the master schedule for RTI.	NA
	KCWP #1 – Design and Deploy Standards	Participate in vertical curriculum alignment.	Work collaboratively with the middle school to find time for HS ELA teachers to work with the MS counterparts.	Having a curriculum skeleton that is 6-12 for ELA.	Release time for teachers
By the end of 2022-2023 school year, our percent of proficient and distinguished students in Math go from 78% to 80%.	KCWP #1 – Design and Deploy Standards	Focus intentionally on curriculum to develop a guaranteed and viable curriculum.	Continue resource acquisition that meet our curricular needs	PLC meeting notes and department recommendations	Shared between fees and Central Office depending on resources needed
			Continue to study and implement Professional Learning Communities.	Progression through Marzano’s levels of highly effective schools	Potential PLC at Work conference
	KCWP #5 - Design, Align, and Deliver Support	Continue to implement an effective RTI process.	Provide for a master scheduled that allows	Dedicated time in the master schedule for RTI.	NA

Goal 1 (State your reading and math goal.): By the end of the 2024-2025, our combined Reading and Mathematics index will be a 96.0					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			a dedicated RTI period each day		
	KCWP #1 – Design and Deploy Standards	Participate in vertical curriculum alignment.	Work collaboratively with the middle school to find time for HS ELA teachers to work with the MS counterparts.	Having a curriculum skeleton that is 6-12 for Math.	Release time for teachers

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

Goal 2 (State your science, social studies, and writing goal.): By the end of 2024-2025, our index for Science, Social Studies, and Combined Writing will go from an 81.9-85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the end of 2022-2023 school year, our percent of proficient and distinguished students in Science go from 42% to 43%.	KCWP #1 – Design and Deploy Standards	Focus intentionally on curriculum to develop a guaranteed and viable curriculum.	Continue resource acquisition that meet our curricular needs	PLC meeting notes and department recommendations	Shared between fees and Central Office depending on resources needed
			Continue to study and implement Professional Learning Communities.	Progression through Marzano’s levels of highly effective schools	Potential PLC at Work conference
	KCWP #5 - Design, Align, and Deliver Support	Continue to implement an effective RTI process.	Provide for a master scheduled that allows a dedicated RTI period each day	Dedicated time in the master schedule for RTI.	NA
By the end of 2022-2023 school year, our percent of proficient and distinguished students in Social Studies go from 69% to 71%.	KCWP # 3 – Review Data	Create and review common formative and summative assessments.	Improved student achievement through formative assessments certifies mastery on summative assessments.	Weekly PLC meetings	

Goal 2 (State your science, social studies, and writing goal.): By the end of 2024-2025, our index for Science, Social Studies, and Combined Writing will go from an 81.9-85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP #5 - Design, Align, and Deliver Support	Continue to implement an effective RTI process.	Provide for a master scheduled that allows a dedicated RTI period each day	Dedicated time in the master schedule for RTI.	NA
	KCWP # 3 – Review Data	Create and review common formative and summative assessments.	Improved student achievement through formative assessments certifies mastery on summative assessments.	Weekly PLC meetings	
By the end of 2022-2023 school year, our percent of novice students in Combined Writing will go from 2% down to 1%.	KCWP #1 – Design and Deploy Standards	Focus intentionally on curriculum to develop a guaranteed and viable curriculum.	Continue resource acquisition that meet our curricular needs	PLC meeting notes and department recommendations	Shared between fees and Central Office depending on resources needed
			Continue to study and implement Professional Learning Communities.	Progression through Marzano’s levels of highly effective schools	Potential PLC at Work conference
	KCWP #5 - Design, Align, and Deliver Support	Continue to implement an effective RTI process.	Provide for a master scheduled that allows a dedicated RTI period each day	Dedicated time in the master schedule for RTI.	NA
		KCWP # 3 – Review Data	Create and review common formative and summative assessments.	Improved student achievement through formative assessments certifies mastery on summative assessments.	Weekly PLC meetings

Goal 2 (State your science, social studies, and writing goal.): By the end of 2024-2025, our index for Science, Social Studies, and Combined Writing will go from an 81.9-85.

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
Objective 1 NA					
Objective 2					
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NA					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of 2025, our index will go from a 70.8 to 75.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Our QSCS index will go from a 70.8 in 21-22 to a 73 by the end of 2022-2023.	KCWP #6 - Establishing Learning Culture and Environment.	Continue to refine the curriculum and structure for Advisory.	QSCS survey questions	Review work completed by students as well as information available through the ILP.	
		Create a yearly pacing guide.	QSCS survey questions		
Objective 2					

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By the end of 2024-2025, our postsecondary readiness index will be above 100.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Our post-secondary readiness index will go from a 94.8 in 2021-2022 to a 100 in 2022-2023.	KCWP #4 – Review, Analyze, and Apply Data	CTE and other core departments have access to a post-secondary tracker that has up to date data.	Placement decisions are made based on applicable data.	We review this sheet consistently with departments and counselors.	
	KCWP #1 – Design and Deploy Standards	Focus intentionally on curriculum to develop a guaranteed and viable curriculum.	Continue resource acquisition that meet our curricular needs	PLC meeting notes and department recommendations	Shared between fees and Central Office depending on resources needed
			Continue to study and implement Professional Learning Communities.	Progression through Marzano’s levels of highly effective schools	Potential PLC at Work conference
	KCWP # 3 – Review Data	Create and review common formative and summative assessments.	Improved student achievement through formative assessments certifies mastery on summative assessments.	Weekly PLC meetings	
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): Our combined 4 and 5 year cohort for graduation will go from a 97.9% to a 99% by the end of 2024-2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Our graduation rate will go from a 97.9% in 21-22 to a 99% in 22-23	KCWP #5 – Design, Align and Deliver Support	Utilize FlexTime to remediate and intervene when students are identified as deficient in skills or content.	Improved learning outcomes after remediation.	FlexTime has the ability to run reports to determine how frequently students are pulled in.	
Objective 2					

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? 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. 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. 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? 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). 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:

Turnaround Team:
<p>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</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>

Evidence-based Practices

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