

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 school goals include the following:
 - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1 (State your proficiency goal.): Increase the number of students mastering Kindergarten Phonological Awareness skills to 80%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will master phonological awareness skills at the kindergarten level on the PAST Assessment by May 2023.	Students will receive research-based, explicit instruction aligned with the Science of Reading to increase phonological awareness proficiency.	Teachers will implement Heggerty Phonological Awareness into their whole class, daily instruction. In addition, they will utilize Webber Phonological Awareness activities to target gaps in students' phonological skill progression in small group reading stations.	Phonological Awareness Skills Test (PAST Assessment) iReady Reading Diagnostic	Phonological Awareness Skills Test (PAST) iReady Pathway Kindergarten common assessment data Small group anecdotal notes	
	Improve overall instruction by establishing and referencing clear and meaningful learning targets, using research-based instructional strategies, & formative assessment techniques to drive instruction.	<ul style="list-style-type: none"> All teachers will develop and implement clear learning targets that are aligned with state standards and implemented in a meaningful way into classroom instruction. All teachers will develop pre-planned, research based formative assessment techniques for their lessons. Formative assessment data will be used to drive next steps going forward with instruction. The principal/building curriculum coach will meet with teachers in team family PLC's weekly for the purpose of discussing and developing instructional decisions, assessments, student achievement, and any other aspect of the school that impacts student achievement. 	Lesson Plans Walk-Through Data Formative Assessment Data Common Assessments PLC Meeting Minutes Individualized Student Learning Plans (ILPs)		

Goal 1 (State your proficiency goal.): Increase the number of students mastering Kindergarten Phonological Awareness skills to 80%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Students will master letters and sounds at 100% and master 80% of slides and CVC blending by May 2023.</p>	<p>Students will receive research-based, explicit, and systematic phonics instruction aligned with the Science of Reading to build reading foundational skills.</p>	<ul style="list-style-type: none"> Teachers will provide students with opportunities to utilize the Reading Horizons Program. Students will take a diagnostic screener, then work on individualized instruction based on student needs and at their own pace. All teachers will provide equitable access for students to utilize developmentally appropriate decodable readers that are aligned to the Reading Horizons phonics scope and sequence. 	<p>Reading Horizons Assessments iReady Reading Diagnostic iReady Early Reading Tasks</p>	<p>Reading Horizons Data Tracking Sheet Small group anecdotal notes and formative assessments Kindergarten common assessment data</p>	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the number of students that can write a developmentally appropriate, complete sentence using The Writing Revolution indicators by 80%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will demonstrate a proficiency in writing by the end of the 2022-2023 school year as measured by the grade-level writing standards.	Teachers will implement strategies acquired in The Writing Revolution (TWR) professional development.	Utilize TWR sentence kernel activities.	Students will demonstrate the ability to write developmentally appropriate, complete sentences.	Teachers have weekly TWR activities embedded into their CKLA instruction. Progress Monitoring will occur weekly in the classrooms. Teachers will analyze the writing pieces during weekly PLC meetings.	
		Utilize TWR fragment sentence activities.			
		Utilize TWR subordinating conjunction activities.			
		All activities will be correlated with the content in Core Knowledge Language Arts (CKLA).			
Objective 2					

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 Students will reach their individualized growth and stretch goal as indicated by the iReady Diagnostic by May 2023.	Students will receive instruction based upon the science of reading aligned with the Kentucky Academic Standards.	Teachers will utilize/implement research based instructional practices into daily lessons. Students and teachers will deconstruct the learning targets utilizing Reading Horizon language and kinesthetic cues.	Spring iReady Diagnostic Scores iReady Early Learning Literacy Tasks (ERT) Scores	Completed pathway lessons. ERT's	
		Students will complete lessons on their individualized pathway VIA iReady.			
Objective 2					
Objective 3					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: Growth

Goal 4 (State your growth goal.): Increase average combined growth on iReady and Common Assessment reading data by 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Students will demonstrate improvement in combined growth by increasing the number of students meeting their growth and stretch goals on the Spring iReady Diagnostic.</p>	<p>Staff will take measures to get students to develop a growth mindset in regards to their academic progress.</p>	<ul style="list-style-type: none"> Staff will develop progress monitoring data/goals for each student, and teachers will monitor their progress from fall to winter, winter to spring on both MAP & NSGRA. Completion of lessons on student's individualized pathway VIA iReady. During PLC's, teachers will discuss specific students and specific areas they are struggling with, and work collaboratively to develop strategies to assist those students in reaching mastery in those skills. Teachers will implement a backward planning process, in which they identify the standards to be taught first, develop the assessment that will measure student progress, and then develop lessons designed to target the standards being assessed. During PLC's teachers work collaboratively with the principal & curriculum coach to develop individual student profiles that present assessment results, 	<ul style="list-style-type: none"> Spring iReady Diagnostic Scores iReady Early Learning Literacy Tasks (ERT) Scores Individualized Student Learning Plans Formative Assessment Data collected during small group instruction Lesson Plans Common Assessments PLC Minutes 	<ul style="list-style-type: none"> Completed pathway lessons. ERT's Individualized Student Learning Plans PLC Minutes Instructional Planning Pacing Guide Lesson Plans Formative Assessment Data 	

Goal 4 (State your growth goal.): Increase average combined growth on iReady and Common Assessment reading data by 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		social emotional, and behavioral information.			
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Use curriculum components mapped out by the District Curriculum Team and delivered by classroom teachers and special area teachers with fidelity. As measured by pacing guides, lesson plans, and curriculum walk-through data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Provide well rounded instructional approaches that focus on essential & early foundational skills for future academic success.	Provide opportunities for students to engage in well-rounded content offerings.	<ul style="list-style-type: none"> The school council will provide staffing so that students receive quality core instruction in the areas of reading, mathematics, science, and social studies. The council will provide staffing so that all students receive weekly instruction in the Arts, music, physical education, library/media skills, and computers. 	<ul style="list-style-type: none"> Curriculum Map Pacing Guide Lesson Plans 	<ul style="list-style-type: none"> SBDM Meeting Minutes Pacing Guide Master Schedule 	
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
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:
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:
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:

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? 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.

Response:

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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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:

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.

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) 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 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.

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