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

- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. 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 indicator score on KSA in **math** and **reading** as follows: (3rd-5th) from 72.3 in 2022 to 80 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the indicator score on KSA in **math** from 70.9 in 2022 to 75 by June 2023.	KCWP 5: Continue to enact our **Tier II** intervention system in order to ensure that our groups are flexible and targeted to specific students' math needs.	KCWP ¾: Continue to collect, analyze and reflect on tiered math intervention data (using Bridges Progress Monitoring assessments).	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		No funding needed
		KCWP 4: PLC participants will use protocols and "data wise" questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs to guide their work and take action.	Continual refinement of math intervention and student growth towards core math skills. Each team will meet as a Tier 2 Problem Solving team every 6 weeks to make necessary changes to their Tier 2 plans based on the data.		No funding needed
	KCWP 5: Continue to enact our **Tier III** intervention system in order to ensure that targeted groups of struggling students are receiving the foundational skills they need.	KCWP ¾: Continue to collect, analyze and reflect on tiered math intervention data with the intervention team. The Tier 3 Problem Solving Team will meet every six weeks to analyze data and make necessary changes to students' plans."	Continual improvement of progress data of Tier III intervention students.		No funding needed

Goal 1 (State your reading and math goal.): Increase the indicator score on KSA in **math** and **reading** as follows: (3rd-5th) from 72.3 in 2022 to 80 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1/2: Continue to use evidence based instructional strategies in **Tier I** (i.e. Bridges framework to utilize concrete building blocks, identified learning targets/success criteria, manipulatives, discourse) in order to ensure that our students are making meaning of math content in core instruction. Design and analyze common formative assessments to identify standards that are difficult.	KCWP 1/2: Teams will continue to plan for implementation of Bridges in instruction regularly, reflecting on the activity's success based on data collected. The school-wide MTSS team will monitor school-wide data.	Documentation of evidence-based practices embedded into regular lesson plans.		No funding needed
	KCWP 1/2: Continue to offer differentiation/challenges within math standards for grades 3-5 in order to ensure that our distinguished students are being challenged.	KCWP 1/2: Use a protocol and monitoring/documentation tool to monitor progress of distinguished mathematicians.	Continuous student mastery of math standards and extension activities.		No funding needed
		KCWP 4: Coaches to use "data wise" questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs to determine next steps/action needed.			
Objective 2: Increase the indicator score on KSA in	KCWP 1/2: Continue to use evidence based instructional strategies in **Tier I** (i.e. workshop model, discourse,	KCWP 1/2: Teams will continue to plan for implementation of literacy instruction instruction regularly, reflecting on the activity's success	Documentation of evidence-based practices embedded		

Goal 1 (State your reading and math goal.): Increase the indicator score on KSA in **math** and **reading** as follows: (3rd-5th) from 72.3 in 2022 to 80 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
reading from 73.7 in 2022 to 78 by June 2023.	student selected reading, conferring, feedback) in order to ensure that our students are making meaning of ELA content in core instruction. Design and analyze common formative assessments to identify standards that are difficult.	based on data collected. The school-wide MTSS team will monitor school-wide data.	into regular lesson plans.		
	KCWP 5: Continue to refine our **Tier II** intervention system (RTI) in order to ensure that our groups are flexible and targeted to specific students' literary needs using evidence based interventions.	KCWP 1/2: Provide support through on-going professional development in the area of reading evidence based practices that align with our vision for students.	Implementation of reading evidence based practices in observations. Student progression data.		No funding needed
		KCWP 1/2: Continue to identify essential standards and create a unit plan to address those standards in intervention.	Creation of the learning targets and success criteria and intervention plans that match.		No funding needed
	KCWP 1/2: Instruct on the state standards for grades K-5 in order to ensure a guaranteed and viable curriculum is translated into instructional steps.	KCWP 1/2: PLCs will continue to enact Units of Study with fidelity and refine assessment matrices for each unit of study. With continued implementation, find opportunities for responsive teaching to address priority standards.	Documentation of activity creation, lesson plans and assessment matrices.		No funding needed

Goal 1 (State your reading and math goal.): Increase the indicator score on KSA in **math** and **reading** as follows: (3rd-5th) from 72.3 in 2022 to 80 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Continue to enact our **Tier III** intervention system in order to ensure that targeted groups of struggling students are receiving the foundational reading skills they need.	KCWP ¾: Continue to collect, analyze and reflect on tiered reading intervention data with the Tier 3 Problem Solving Team.	Continual improvement of progress data of Tier III intervention students.		No funding needed

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

Goal 2 (State your science, social studies, and writing goal.): Increase the indicator score on KSA in **science, social studies and writing** as follows: (3rd-5th) from 62.6 in 2022 to 70 by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the indicator score on KSA in **social studies** as follows: (3rd-5th) from 62.1 in 2022 to 65 by 2023.	KCWP 1/2: Continue to use evidence-based instructional strategies (i.e. inquiry, research, discourse) in order to ensure that our students are making meaning of social studies content.	KCWP 1/2: Teams will continue to plan for instruction regularly, reflecting on the activity's success based on data collected.	Documentation of evidence-based practices embedded into regular lesson plans.		No funding needed
	KCWP 1/2: Implement the social studies curriculum frameworks for grades K-5 in order to ensure a guaranteed and viable curriculum is translated into instructional steps.	KCWP 1/2: PLCs will continue to unpack social studies standards and create transferable assessments for each unit of study.	Documentation of activity creation and matching assessments. Increase in proficiency in regular assessment data analysis.		No funding needed
Objective 2: Increase the indicator score on KSA in **writing** as follows: (3rd-5th) from 60.6 in 2022 to 65 by 2023.	KCWP 1/2: Continue to use evidence based instructional strategies (i.e. emphasize learners' needs; elements of the writing process; use of various texts; technology; feedback; goal-setting; and supportive writing environments) in order to ensure that our students are making meaning of ELA content.	KCWP 1/2: Teams will continue to plan for instruction regularly, reflecting on the activity's success based on data collected.	Documentation of evidence-based practices embedded into regular lesson plans.		No funding needed

Goal 2 (State your science, social studies, and writing goal.): Increase the indicator score on KSA in **science, social studies and writing** as follows: (3rd-5th) from 62.6 in 2022 to 70 by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 1/2: Implement the ELA curriculum frameworks for grades K-5 in order to ensure a guaranteed and viable curriculum is translated into instructional steps.	KCWP 1/2: PLCs will continue to unpack ELA standards and create transferable assessments for each unit of study.	Documentation of activity creation and matching assessments. Increase in proficiency in regular assessment data analysis.		No funding needed
	KCWP 1/2: Regularly assess students to monitor writing progress and provide regular feedback on improvement.	KCWP 1/2: Administration of regular assessments in the form of cold writes/timed writing prompts.	Progress on cold write data/writing samples/CBM Writing Prompt data		No funding needed

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: To close the achievement gap of students from **poverty** and students with **disabilities** in reading and math by increasing level of P/D by 2023 according to the chart below: 		Reading		Math	
	From	To	From	To
Pov.	35.0	50	24	45
Dis.	46.2	50	14	45		KCWP 1/2: Ensure Tier I curriculum is accessible to all students via the **co-teaching** model, and instruction and assessments meet the intent and rigor of the standards.	KCWP 1/2: Continue to expand our understanding and regular implementation of co-teaching through professional development and planning support/feedback.	Regular effective co-teaching as is evidenced by the co-teaching "look for" document.		No funding needed.
		KCWP 1/2: Utilize the "look for" document for co-teaching to ascertain the effectiveness of our current practice.	Continual growth on the "look for" document by all co-teachers.		No funding needed.
	KCWP 5: Ensure that **resource** instruction is evidence based and differentiated based on the students' needs.	KCWP 1/2: Ensure that ECE teachers receive differentiated professional learning and monitoring about curriculum and evidence based instructional practices that can be utilized in resource or highly structured classrooms.	ECS teachers to receive specific trainings on topics such as instructional best practice, reading instructional strategies, and teaching with poverty and trauma in mind.		No funding needed.
	KCWP 6: Ensure that we facilitate the acquisition of needed **resources** for families living in poverty to ensure that students can focus on learning while in the classroom.	KCWP 6: Ensure teachers and staff make the school counselor aware of student needs. The school counselor can then connect students and families with appropriate resources/outside agencies.	Program participation such as Angel Tree, mentoring programs, Blessings in a Backpack and the use of indigent funds to support families.		No funding needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1/2: Ensure **Tier I** curriculum is accessible to all students, and instruction and assessments meet the intent and rigor of the standards.	KCWP 1/2: Continue to expand our understanding and regular implementation of instructional best practices through professional development and planning support/feedback.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
			Reduction of behavioral disciplinaries among students in poverty. Increase of achievement for student progress data.		No funding needed.
	KCWP 6: Ensure that instruction is evidence based, and poverty and trauma responsive, based on the students' needs.	KCWP 6: Ensure that teachers receive differentiated professional learning and monitoring about curriculum and evidence based instructional practices that are responsive to students living in poverty.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		No funding needed.
	KCWP 5: Continue to enact our **Tier II** intervention system in order to ensure that our groups are flexible and targeted to specific students' needs.	KCWP 3/4: Continue to collect, analyze and reflect on tiered intervention data (common formative assessments).	Continual refinement of math intervention.		No funding needed.
		KCWP 3/4: PLC participants will use protocols and "data wise" questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for			No funding needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		concern? What are next steps?) in regular PLCs to take action.			

4: English Learner Progress

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

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the indicator score on KSA in **Quality of School Climate & Safety** as follows: (3rd-5th) from 75.2 in 2022 to 85 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the indicator score on KSA in **Quality of School Climate & Safety** as follows: (3rd-5th) from 75.2 in 2022 to 80 by 2023.	**KCWP 6: PBIS Routines/Structures:** Through PBIS implementation, students are explicitly taught rules and expectations regularly through CHAMPS.	**KCWP 6:** Rules and expectations are posted for each activity, in each classroom and in locations throughout the building.	Evidence of rules and expectations being posted and followed (PBIS audit).		No funding needed.
		KCWP 6: Our students are taught and encouraged to "SOAR" as our vision and mission outlines.	Reduction of behavioral disciplinaries among students.		No funding needed.
		KCWP 6: School implements PBIS structure to ensure Tier I behavior supports are in place.	Increase in attributes on the PBIS Fidelity Checklist.		No funding needed.
	KCWP 6: Recognition Systems: Implement a regular recognition system where students are recognized weekly in each classroom for "SOAR"ing.	**KCWP 6:** Student ambassadors are given opportunities for leadership over the course of the year.	Positive feedback from Student Ambassador assessment results.		No funding needed.
		KCWP 6: Students who are modeling exceptional citizenship are recognized through Eagle of Week program, spirit tags and Golden Spoon (for cafeteria behavior).	Increasing number of student recognitions.		No funding needed.
	KCWP 6: Tiered Behavior Interventions: Enact a Tiered Behavior system where interventions are accessible to all students.	**KCWP 6:** Students fluidly move through tiers as intervention/regrouping is needed based on behavior data analysis.	Continual movement of students out of Tier II/III interventions as measured by ongoing collection of behavior assessment data.		No funding needed.
		KCWP 6: A tiered system of behavior support is enacted to	Continual movement of students out of Tier II/III interventions as		No funding needed.

Goal 5 (State your climate and safety goal.): Increase the indicator score on KSA in **Quality of School Climate & Safety** as follows: (3rd-5th) from 75.2 in 2022 to 85 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ensure student behavioral interventions are in place.	measured by ongoing collection of common formative assessment data.		
		KCWP 6: Tiered Problem-Solving Team Meetings occur regularly to assess effectiveness of behavior management/intervention.	Continual movement of students out of Tier II/III interventions as measured by ongoing collection of common formative assessment data.		No funding needed.
	KCWP 6: SEL Curriculum/Bully Prevention: School employs Sanford Harmony, Positive Discipline and Purposeful People (Character Strong) for social emotional learning and character development. This also builds on existing experiences.	**KCWP 6:** School employs Sanford Harmony, Positive Discipline and Purposeful People (Character Strong) for social emotional learning and character development. This also builds on existing experiences.	Program assessment results will show upward trends.		No funding needed.
		KCWP 6: A wrap-around coordinator works with specific families to ensure they have access to resources as needed.	Program assessment results will show upward trends.		No funding needed.
	KCWP 6: Counseling Services: The counselor and SEL interventionist work in tandem to meet the social/emotional needs of students.	**KCWP 6:** The counseling department will enact counseling services in whole group, small group and individual settings based on need.	Data collection from the counseling department on services rendered and outcomes (frequency, goals acquired).		No funding needed.
	KCWP 6: Partnerships with Outside Agencies: Maintain relationships with outside	**KCWP 6:** School maintains relationships with local partners to include rotary club, mental health	Program assessment results will show upward trends.		No funding needed.

Goal 5 (State your climate and safety goal.): Increase the indicator score on KSA in **Quality of School Climate & Safety** as follows: (3rd-5th) from 75.2 in 2022 to 85 by 2025.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	agencies to promote a safe and welcoming climate.	facilities, DCBS, OCPD, local universities and church groups for additional support.			

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): N/A					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): N/A					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.): N/A

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:**
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:**
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 "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	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.	☒
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		☐
		☐
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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:
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

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