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

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.):

Goal for Reading – Increase the % of students scoring P/D from 71% in 2022 to 86% in 2027 according to the Kentucky Summative Assessment.

Goal for Math – Increase the % of students scoring P/D from 70% in 2022 to 85% in 2027 according to the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Reading Objective** – Increase the % of students scoring P/D from 71% in 2022 to 74% in 2023 according to the KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Learning by Doing – Book Study Curriculum map, scope and sequence, learning targets, common assessments	Book Study Hub Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments	Monitored by leadership team Monitored by leadership team	General
		Develop and deliver a comprehensive professional development plan	PD plan	Monitored by leadership team	NA
	KCWP 3: Design and Deliver Assessment Literacy	Design and deliver common assessments	Common assessments	Monitored by PLCs and leadership team	NA
	KCWP 4: Review, Analyze and Apply Data KCWP 2: Design and Deliver Instruction	Analyze formative and summative	Data talks, MAP, School Runner, MTSS Tiers	Monitored by PLCs and leadership team through data talks, School Runner and MAP	General Funds
		Differentiated Professional Development 2022-2023 GO PD New Teacher Cadre Teacher Coaching Cycles	Professional Development Log	Monitored by leadership	General

Goal 1 (State your reading and math goal.):

Goal for Reading – Increase the % of students scoring P/D from 71% in 2022 to 86% in 2027 according to the Kentucky Summative Assessment.

Goal for Math– Increase the % of students scoring P/D from 70% in 2022 to 85% in 2027 according to the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 **Math Objective** – Increase the % of students scoring P/D from 70% in 2022 to 73% in 2023 according to the KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Learning by Doing – Book Study Curriculum map, scope and sequence, learning targets, common assessments	Book Study Hub Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments	Monitored by leadership team Monitored by leadership team	General
		Develop and deliver a comprehensive professional development plan	PD plan	Monitored by leadership team	NA
	KCWP 3: Design and Deliver Assessment Literacy	Design and deliver common assessments	Common assessments	Monitored by PLCs and leadership team	NA
	KCWP 4: Review, Analyze and Apply Data	Analyze formative and summative	Data talks, MAP, School Runner, MTSS Tiers	Monitored by PLCs and leadership team through data talks, School Runner and MAP	NA
	KCWP 2: Design and Deliver Instruction	Differentiated Professional Development 2022-2023 GO PD New Teacher Cadre Teacher Coaching Cycles	Professional Development Log	Monitored by leadership	General

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

Goal 2 (State your science, social studies, and writing goal.):
Goal for Science– Increase the % of students scoring P/D from 58% in 2022 to 79% in 2027 according to the Kentucky Summative Assessment.

Goal for SS– Increase the % of students scoring P/D from 56% in 2022 to 78% in 2027 according to the Kentucky Summative Assessment.

Goal for Writing– Increase the % of students scoring P/D from 53% in 2022 to 86% in 2027 according to the Kentucky Summative Assessment. (

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Science Objective** – Increase the % of students scoring P/D from 58% in 2022 to 62% I 2023 according to the KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Learning by Doing – Book Study Curriculum map, scope and sequence, learning targets, common assessments	Book Study Hub Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments	Monitored by leadership team Monitored by leadership team	General
Objective 2 **Social Studies Objective** – increase the % of students scoring P/D from 60% in 2022 to 64% I 2023 according to the KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Learning by Doing – Book Study Curriculum map, scope and sequence, learning targets, common assessments	Book Study Hub Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments	Monitored by leadership team Monitored by leadership team	General
		Inquiry professional development	Completed PD	Monitored by leadership team	NA

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

Goal for Science– Increase the % of students scoring P/D from 58% in 2022 to 79% in 2027 according to the Kentucky Summative Assessment.

Goal for SS– Increase the % of students scoring P/D from 56% in 2022 to 78% in 2027 according to the Kentucky Summative Assessment.

Goal for Writing– Increase the % of students scoring P/D from 53% in 2022 to 86% in 2027 according to the Kentucky Summative Assessment. (

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 **Writing Objective** – increase the % of students scoring P/D from53% in 2022 to 57% I 2023 according to the KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Learning by Doing – Book Study Curriculum map, scope and sequence, learning targets, common assessments Cold write / on-demand writing opportunities Live Scoring	Book Study Hub Weekly PLC collaboration - curriculum map, scope and sequence, learning targets, common assessments Student writing artifacts / rubrics Student work samples	Monitored by leadership team Monitored by leadership team PLC and leadership team PLC and leadership team	General

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).

Achievement Gap Goal

Goal for Disabled Student Improvement - Increase the percent of students scoring proficient / distinguished in reading from 35% in 2022 to 72% in 2027.
Goal for Disabled Student Improvement – Increase the percent of students scoring proficient / distinguished in math from 38% in 2022 to 74% in 2027.
Goal for Students in Poverty Improvement – Increase the percent of students scoring proficient / distinguished in reading from 47% in 2022 to 73% in 2027.
Goal for Students in Poverty Improvement – Increase the percent of students scoring proficient / distinguished in math from 50% in 2022 to 75% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Disabled Student Improvement – Increase the percent of students scoring proficient / distinguished in reading from 35% in 2022 to 42% in 2023.	KCWP 5: Design, Align and Deliver Support Processes	Develop and implement a school-wide MTSS (Tier 1, 2 and 3)	MTSS plan Data / Tier 2 talks Professional Dev. Tiered instructional system	Monitored by leadership team	ESS & General
		Small group instruction	Student achievement data	Monitored by PLC and leadership team	NA
		Co-teaching professional development	Completed PD and co-teaching walkthrough data	Monitored by leadership team	NA
		Institute for Multi-Sensory Education	Completed PD	Monitored by leadership team	Cost of Substitute Teacher
		New Teacher Cadre	Completed Participation	Monitored by leadership team	General
Objective 2 Disabled Student Improvement - Increase the	KCWP 5: Design, Align and Deliver Support Processes	Develop and implement a school-wide MTSS (Tier 1, 2 and 3)	MTSS plan Data / Tier 2 talks Professional Dev.	Monitored by leadership team	ESS & General

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
percent of students scoring proficient / distinguished in math from 38% in 2022 to 45% in 2023.		Tiered instructional system			
		Small Group instruction	Student achievement data	Monitored by PLC and leadership team	NA
		Co-teaching PD	Completed PD and co-teaching walkthrough data	Monitored by leadership team	NA
Objective 3 Poverty Student Improvement - Increase the percent of students scoring proficient / distinguished in reading from 47% in 2022 to 52% in 2023.

Objective 4 Poverty Student Improvement – Increase the percent of students scoring proficient / distinguished in math from 50% in 2022 to 55% in 2023. | KCWP 5: Design, Align and Deliver Support Processes | Develop and implement a school-wide MTSS | MTSS plan Data talks Professional De. Tiered instructional system | Monitored by leadership team | ESS & General |
		Small group instruction	Student achievement data	Monitored by PLC and leadership team	NA
	KCWP 6: Establishing Learning Culture and Environment	Implement social / emotional education and supports	Counselor instruction	Monitored by leadership team	General
	KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establishing Learning Culture and Environment | Develop and implement a school-wide MTSS | MTSS plan Data talks Professional Dev. Tiered instructional system | Monitored by leadership team | ESS & General |
| | | Small group instruction | Student achievement data | Monitored by PLC and leadership team | NA |
| | | Implement social / emotional education and supports | Counselor instruction | Monitored by leadership team | General |

4: English Learner Progress

Goal 4 (State your English Learner goal.):
NA

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.):
Goal for School Climate and Safety – Increase the percent of students who responded - Students being mean or hurtful to other students is NOT a problem for this school – from 24% agree / strongly agree to 72% agree / strongly agree by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students who responded – Students being mean or hurtful to other students is NOT a problem for this school – from 25% to 50% in 2023.	KCWP 6: Establishing Learning Culture and Environment	Implement school-wide student recognition program	HERO	Monitored by leadership team	General
		School assemblies aligned with HERO	Completed assemblies	Monitored by leadership team	
	KCWP 6: Establishing Learning Culture and Environment	Implement social / emotional education and supports	Counselor instruction	Monitored by leadership team	General
		Small group supports	Active small groups	Monitored by leadership team	NA
	KCWP 6: Establishing Learning Culture and Environment	4th & 5th grade leadership opportunities	Surveys and leadership jobs	Monitored by leadership team	NA
Objective 2					

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): NA

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.): NA					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.): NA					
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.	☒
		☐
		☐
		☐
		☐

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

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.	☒
		☐
		☐
		☐
		☐