

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

1: State Assessment Results in reading and mathematics

<p>Goal 1: To increase the proficiency rate of students in Reading and Math as follows: Reading- (3rd-5th) from 35.9% in 2021 to 54% in 2022 to 74.3% by 29-30 Math- (3rd-5th) from 31.4% in 20-21 to 48% in 21-22 to 72% by 29-30</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Improve the % of students at proficiency in Reading from 35.9% based on 2020-21 KSA data to 55% by June 2023.</p>	<p>KCWP 1: Design and deploy a system for schools to continually assess, review, and revise school curricula to support the assurance that all students have access to clear and precise learning targets and the curriculum encompasses the knowledge, skills and dispositions for future success.</p>	<p>#1-KCWP 1: Ensure a system is in place for PLCs to adjust the curriculum (content and pacing) based on assessment results, design a process for PLCs to use to create clear and precise learning targets for students with the practice that targets are posted and used for instruction.</p>	<p>Spring 2023 KSA scores</p>	<p>Team Calendars & Lesson Plans PLC Agendas Classroom walkthroughs</p>	<p>3 hours PD, no funding needed</p>
		<p>#2-KCWP 2: Ensure congruency of the standards/targets with a laser focus on instruction around common assessment strategies using: 2nd-Ra 3rd-Rap 4th-Race 5th-Races</p>	<p>Spring 2023 KSA scores</p>	<p>Cold Writes 2nd- 5th end of Module Summatives On-going formative writing assessments</p>	<p>Title I- Writing Coach</p>
	<p>KCWP 4: Review, Analyze and Apply Data through an established system for examining and interpreting all the data (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success in literacy.</p>	<p>#3-KCWP 4: Develop a process to integrate Heggerty/ (K-2) into ELA instruction, implement processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed and develop a tracking system for monitoring student achievement progress by learning targets. KCWP 5: The alignment of resources and professional development to support best practice strategies based on Equipped for Reading. Resources and PD are aligned to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>PAST assessment data, administered three times during the year will be used to measure success.</p>	<p>PAST assessment data, administered three times during the year Data tracking tool, updated monthly, to compare formative and summative data, using PAST, Running Records, DRA and MAP data for analysis</p>	<p>\$0</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Improve the % of students at proficiency in reading from 54% based on 22 KSA data to 74.3% by June 2030.</p>	<p>KCWP 1: Design and deploy a system for schools to continually assess, review, and revise school curricula to support the assurance that all students have access to clear and precise learning targets and the curriculum encompasses the knowledge, skills and dispositions for future success.</p>	<p>#4-KCWP Provide professional learning to Academy teaching staff to ensure they understand how to individualize their instruction based on their data results. New teachers will join a book study on the components of guided reading and engage in an initial professional development session to implement the guided reading model. All reading academy teachers will participate in job embedded professional development sessions and coaching cycles to differentiate their guided reading instruction based on monthly assessments.</p>	<p>Spring DRA Assessment</p>	<p>Walk-through data Monthly Running Record Data Winter and Spring DRA Assessments</p>	<p>Walk-through data Monthly Running Record Data Winter and Spring DRA Assessments</p>
<p>Objective 2: Improve the % of students at proficiency in Math from 31.4% based on 2020-21 KSA data to 55.7% by June 2023</p>	<p>KCWP 2: Design and deliver instruction that ensures teachers determine the most appropriate and effective high yield strategies to implement to ensure congruency to the intent of the learning target</p>	<p>#1-KCWP 2: Ensure that curricular delivery through the implementation of a protocol for ensuring Tier I instructional needs are met and next steps for improvement are identified based on PLC bi-monthly meetings with the math coach. This includes using Great Minds digital resources as well as student workbooks to enhance the delivery of the curriculum.</p>	<p>Spring 2023 KSA Scores</p>	<p>Bi-monthly agendas based on the planning protocol will support artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>Title I Math Coach School funding for PD (\$4,000 in person or \$2500 for virtual) Student workbooks and digital access to Great Minds \$17,000</p>
		<p>#2- KCWP 2: Professional development through Great Minds EM2 to ensure teachers know how to determine the most appropriate and effective high yield strategies to implement to ensure congruency to the intent of the learning target</p>			
		<p>#3-KCWP 2: Ensure congruency of the standards/targets with a laser focus on instruction around common assessment strategies using R (read)/</p>	<p>Spring 2023 KSA Scores</p>	<p>Fall, Winter, and Spring Math Extended Responses with data analysis in 3rd-5th grade</p>	

<p>Goal 1: To increase the proficiency rate of students in Reading and Math as follows: Reading- (3rd-5th) from 35.9% in 2021 to 54% in 2022 to 74.3% by 29-30 Math- (3rd-5th) from 31.4% in 20-21 to 48% in 21-22 to 72% by 29-30</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		D (draw)/ W (write)/ W (write) and the introduction of a vocabulary box			
	KCWP 4: Use the established data system to ensure a uniformed way of examining and interpreting the data to determine priorities for individual student success with support from Tier II interventions.	#4-KCWP 2: Professional development, the Eureka Equip program and instructional strategies will be implemented around Eureka Equip student data to maximize math clinic instruction. 4th grade and math resource teachers will be trained in January. 1-3 staff will be trained in the spring.	End of Module assessments	Pre Module assessments, given prior to each unit, to identify a student’s last point of success with the curriculum. Supporting lessons and fluency activities will be provided and monitored to help close those knowledge gaps	\$TBD

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

<p>Goal 1: To increase the proficiency rate of students in Science from 28% in 2022 to 73%, in social studies from 52% to 75% and in writing from 73% to 80% by 2030.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve the % of students at proficiency in science from 28% in 2022 to 50% by June 2025.	KCWP 1: Ensure a system is in place for PLCs to adjust and align the curriculum to essential standards, components that support the instruction and assessment, paced with accuracy based on assessment results, with clear and precise learning targets for instruction.	#1-KCWP 1: Ensure the curriculum is valid, aligned to state/essential standards, support the instruction and assessment, paced with accuracy, and is taught with fidelity through investigating a science curriculum, observing instruction in other schools, and piloting the selected program in 1 grade prior to purchasing school-wide.	Spring 2023 KSA Scores	School observation in November of a potential science curriculum. We will then pilot units from the curriculum to review and revise curriculum to evaluate for effectiveness in December and form a curriculum committee to facilitate staff discussion and input.	No funding required until the possible adoption of a curriculum
	KCWP 5: The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs to make all systems	#2-KCWP 5: Ensure high levels of teacher effectiveness, student learning and effectiveness of current programs and initiatives implemented in classrooms	Spring 2023 KSA Scores	Team participation in PIMSER, Partnership Institute for Math and Science Education Reform. This will last over 6, in-person training sessions	\$2500 covered by the school

Goal 1: To increase the proficiency rate of students in Science from 28% in 2022 to 73%, in social studies from 52% to 75% and in writing from 73% to 80% by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	through the participation in PIMSER, Partnership Institute for Math and Science Education Reform training.		and 2 virtual sessions. Reflective input related to new knowledge to the investigation of a science curriculum for the school.	
		#3-KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies through a focus <i>Teaching Basic, Advanced, and Academic Vocabulary</i> by Robert J. Marzano.	Spring 2023 KSA Scores	Teachers will implement Marzano’s <i>Teaching Basic, Advanced, and Academic</i> to explicitly teach science vocabulary words. Teachers will teach science words grouped by concept and assess students' acquisition of words at the end of each cluster.	\$ TBD

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase MAP reading conditional growth for students with disabilities from 41% with high growth from fall to spring 21-22 to 64%ile (Spring 2024).	Resources are aligned to needs to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	#1-KCWP 2: Improve student achievement through peer coaching professional development targeting writing and basic mechanics.	Spring 2023 MAP Growth Scores on Language Assessment	Bimonthly assessments through Edulastic that measure student's mastery towards the KSA language goals.	Renewal of Edulastic License
	KCWP 2: Ensure ongoing professional development in best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery or achieve mastery.	#2-KCWP 2: Professional development with participation in the National CEC conference, specifically attending sessions on co-teaching and strategies to address the needs of trauma impacted students. Additionally, special education teachers will receive professional development opportunities in literacy, mathematics, and social emotional learning.	Completion of the CEC conference	Debrief meeting through Spec Ed PLC; walkthrough observations to show implementation in instruction.	District Sp. Ed. funding
Objective 2: Increase MAP math conditional growth for students with disabilities from 42% with high growth from fall to spring 21-22 to 64%ile (Spring 2024).	KCWP 3: Analyzing data to identify priorities and implement actionable steps that impact instruction/student learning.	#3-KCWP 2: Systems of collaboration, based on the master schedule, are in place to meet Tier I. Co-teacher collaboration with general education teachers in reading and math.	Spring 2023 MAP Growth Scores on Language Assessment	Weekly PLC collaboration with all grade level teams (spec-ed pushing in with their co-teaching grade) recording current reading and math to differentiate instruction to meet the diverse needs of the student population.	\$0
	KCWP 5: Ensuring the work with staff to determine which best practice strategies will meet the identified needs of the students.	#4-KCWP 3: Ensuring students in 3-5th are identified, claimed and part of a data tracking system. Targeted monthly conversations to determine which best practice strategies will meet the identified needs of the student with implementation.	Spring 2023 MAP Growth Scores on Language Assessment	Monthly fluency growth in reading using MAP probes Monthly writing probes that measure students' reading comprehension on	Title I Writing Coach

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				grade level determined priority standards. Daily exit tickets, end of module assessments, and summatives that measure student progress towards targeted math standards.	

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase MAP reading conditional growth for EL students from 47% with high growth from fall to spring 21-22 to 64%ile by June 2025</p> <p>Objective 2: Improve the % of EL and monitored status students scoring P/D in Math from 25% based on 2021-22 KSA data to 55% by June 2025</p>	<p>KCWP 3: Analyzing data in order to identify priorities and implement actionable steps that impact instruction/student learning.</p> <p>KCWP 5: Ensuring the work with staff to determine which best practice strategies will meet the identified needs of the students.</p>	<p>#1-KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies with a vocabulary-based focus. The PD will include <i>Implementing Effective Instruction for ELLs; Reading, Writing, and Learning in ESL</i>; and <i>Unlocking ELs Potential</i></p>	<p>Tracking the Vocabulary Language and Acquisition scores through MAP in the Fall, Winter, and Spring.</p>	<p>EL PLC minutes focused on specific reading selection 3 times/year instructional rounds followed by collaborative data conversations</p>	<p>\$TBD</p>
		<p>#2-KCWP 2: Improve student achievement through peer coaching professional development targeting writing and basic mechanics to empower students as stronger writers across all content areas</p>	<p>Pre/Post Data comparison</p>	<p>Coaching and peer instruction; co-planning and walkthrough observations</p>	<p>Title I writing coach</p>
		<p>#3-KCWP 3: Ensuring students in 4-5th are identified, claimed and part of a data tracking system. Targeted monthly conversations to determine which best practice strategies will meet the identified needs of the student with implementation.</p>	<p>RIGOR Data and monthly MAP Reading Fluency</p>	<p>Monthly data conversations</p>	<p>\$0</p>
		<p>#4-KCWP 1: Ensure a system is in place for EL staff to adjust the curriculum (vocabulary and pacing) based on assessment results to design a newcomer EL program to specifically address the language needs of EL students. EL staff will participate and</p>	<p>Tracking the Vocabulary Language and Acquisition scores through MAP in</p>	<p>3 times/year Marzano assessment 3 times/year instructional rounds followed by collaborative data conversations</p>	<p>\$8000</p>

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implement Marzano's <i>Teaching Basic, Advanced, and Academic</i> to explicitly teach vocabulary to EL.	the Fall, Winter, and Spring.		

5: Quality of School Climate and Safety

Goal 5: Based on the Quality of School Climate and Safety indicators, which uses perception survey data to measure student insight into the school environment, reach an indicator score of 85 or higher by 29-30.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Improve our Quality of School Climate and Safety overall indicator score from 80.3, based on 2021-22 KSA data to 81.0 or higher by June 2023	KCWP 6: Ensuring an environment in which students feel safe and that their needs will be equitably met academically, socially, emotionally, and physically. Additionally, ensuring staff create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	#1-KCWP 6: Develop student understanding of rules, awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help create life-long citizens through Morning Meeting, 2x Monthly Classroom Guidance, Small-group Guidance, Feeling Buddies and Character Clips	2023 KSA Spring	Walkthrough Observations, weekly data collection of clip data and pre/post self-reflections by students	\$0
		#2-KCWP 6: Ensuring a school culture that promotes shared leadership opportunities among all shareholders to elevate a positive and supportive culture for learning. Student culture is based on school jobs, leadership clubs and Leopard Rallies. Staff culture is based on opportunities for growth and sharing of knowledge.	2023 KSA Spring & Impact Survey Data, Fall 2023	Student monitoring includes Mentor Check-ins, Pre/post student self-reflection and staff reporting	\$0
				PGP goal check-ins, staff survey and individual conversations	\$0

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p>
<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?</p> <p>Response: School administration alongside instructional coaches and general education and special education teachers will utilize professional development with our participation in the National CEC conference, specifically attending sessions on co-teaching and strategies to address the needs of trauma impacted students. The special education PLC will wrap around strategies learned at the conference, through coaching conversations and from walkthrough observations to implement new strategies and instruction.</p> <p>School administration is reading <i>Great Instruction Great Achievement for Students with Disabilities</i> and is targeting specific sections of the book to share with the Special Education PLC to lift their level of intentionality and instruction to benefit the achievement of our students with disabilities.</p> <p>The school is also a participant in a TSI District Committee. The committee will participate in walkthroughs and reflective, data-driven conversations focused on identified next steps.</p>
<p>Identification of Critical Resources Inequities:</p>
<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: Instructional coaches mainly work with regular education classroom teachers. We are reversing this inequity by utilizing our writing coach as a resource for special education teachers. She will spend a coaching cycle working to strengthen the small group approach of one of our special education teachers and will also be meeting with the ECE team during their PLC to analyze writing probes and coach the team through next steps.</p> <p>The school will continue to ensure the master schedule honors our co-teaching program and ensure resource time that allows students to participate in Tier I instruction. Co-teaching partnerships will be thoughtfully selected and designed to allow the partnership common planning and professional development.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<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.</p> <p>Response: Within the Special Education PLC, the student make-up and teacher pairing of each small group was analyzed. Teachers and administration looked at the behaviors and academic performance of each student in order to intentionally group them so each student can reach their full potential in the small group setting.</p> <p>ECE students will be assessed monthly using the MAP Reading Fluency and writing probes to provide more detailed data for instructional decision making.</p>

The school will also be analyzing MAP growth data and the MAP continuum to support underperforming students

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:
 Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. "By extrapolating from the research and making judgements from our experience, we can depict the relationship between types of training outcomes (knowledge, skill, transfer) in terms of the percentage of participants likely to attain them when the combinations of components are employed. Note that these estimates are very rough, but they give rules of thumb for estimating the product of training." (p. 78).

Training Components and Attainment of Outcomes in Terms of Percent of Participants

Components	Outcomes		
	Knowledge (thorough)	Skill (strong)	Transfer (executive implementation)
Study of Theory	10	5	0
Demonstrations	30	20	0
Practice	60	60	0
Peer Coaching	95	95	95

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. https://apprendre.auf.org/wp-content/opera/13-BF-References-et-biblio-RPT-2014/Visible%20Learning_A%20synthesis%20or%20over%20800%20Meta-analyses%20Relating%20to%20Achievement_Hattie%20J%202009%20...pdf	☒
Coaching cycles within the co-teach setting.	Institute of Educational Sciences. (2020). Continuous Improvement Coaching. In Regional Educational Laboratory Appalachia at SRI International. Retrieved December 9, 2022, from https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/continuous-improvement-coaching_facilitator-workbook_Acc.pdf	☒
Implementation of co-teaching structures and systems of collaboration t	Hanover Research (March 2012) The Effectiveness of the Co-Teaching Model: Literacy Review. Washington DC https://www.ousd.org/cms/lib/CA01001176/Centricity/Shared/The%20Effectiveness%20of%20the%20Co-Teaching%20Model-Inclusion%20Material.pdf	☒
Professional development and data conversations to support evidence-based instruction	Office of Continuous Improvement and Support. <i>Empowered by Data: Evaluating Intervention Impact</i> . education.ky.gov. Retrieved December 9, 2022, from https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Data%20Evaluating%20Intervention%20Impact.pdf	☒