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. 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
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.):

To increase overall Reading and Math proficiency by 2028 as follows: Reading from 53% to 80% and Math from to 53% to 80% according to the KSA assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *To increase the overall proficiency rating in Reading from 53% to 59% by 2024 according to KSA data.*	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 to future successes.	Implement Heggerty Phonemic Awareness curriculum in 1st and 2nd grades	Spring 2023 KSA Scores MAP Reading Growth data		
		KCWP 1: Ensure a system is in place for PLC's to adjust the curriculum (content and pacing) based on assessment results, design a process for PLC to use clear and precise learning targets and rubrics that students use for success criteria.		calendars PLC agendas	
		instructional rounds		agenda, teacher reflections	
		Vertical teams attend PLC conference			
		new K-2 teachers, intervention and ECE teachers trained in OG			$$
Objective 2 *To increase the overall proficiency rating in Math from 53% to 59% by 2024 according to KSA data.*	KCWP 2: Adopt Eureka Squared Curriculum	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 in order to ensure congruency to the intent of the learning target	Spring 2023 KSA Scores MAP Math Growth data	Common Formative Assessments, PLC agendas, End of module assessments	
		Teachers will collaborate at the PLC level within schools to unpack modules		PLC agendas rubrics	
		Vertical teams attend PLC conference			
		instructional rounds		agenda, teacher reflections	

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

Goal 2 (State your science, social studies, and writing goal.):
To increase overall Science, Social Studies and Writing proficiency by 2028 as follows: Science from 44% to 80%, Social Studies from 48% to 80% and Writing from 55% to 80% according to the KSA assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *To increase the overall proficiency rating in Science from 44% to 51% by 2024 according to KSA data.*	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.	Vertical teams attend PLC conference	Spring 2023 KSA Scores MAP Science- 3rd and 4th grade	Pilot units from potential science curriculum.	$3500 for pilot materials
Objective 2 *To increase the overall proficiency rating in Social Studies from 48% to 53% by 2024 according to KSA data.*		Vertical teams attend PLC conference	Spring 2023 KSA Scores		
Objective 3 *To increase the overall proficiency rating in Writing from 55% to 60% by 2024 according to KSA data.*	Offer SRSD PD opportunity for teachers to attend	Vertical teams attend PLC conference	Spring 2023 KSA Scores MAP Language Data	CBM writing universal screener administered 3 times per year, on demand prompts 3 times per year PLC analyze writing- PLC agendas	

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 39% with high growth from fall to spring 21-22 to 61%ile (Spring 2026). Objective 2: Increase MAP **math** conditional growth for students with disabilities from 40% with high growth from fall to spring 21-22 to 62%ile (Spring 2026).	Resources are aligned to needs in order 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. KCWP 2: Ensure ongoing professional development in the area of best practice/ high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery or achieve mastery. KCWP 3: Analyzing data in order to identify priorities and implement actionable steps that impact instruction/student learning. KCWP 5: Ensuring the work with staff to determine which best practice strategies will meet the identified needs of the students.	KCWP 2: Improve student achievement through peer coaching professional development targeting reading and math. KCWP 2: Systems of collaboration, based on the master schedule, are in place in order to meet the Tier I. Co-teacher collaboration with general education teachers in the area of reading and math. 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 Reading Assessment and Math Assessment	Bi monthly assessments through Edulastic that measure student's mastery towards the KSA language goals. Debrief meeting through Spec Ed PLC; walkthrough observations to show implementation in instruction. 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 in order to meet the diverse needs of the student population. Monthly fluency growth in reading using MAP probes Monthly writing probes that measure students' reading comprehension on grade level determined priority standards. Daily exit tickets, end of module assessments, and summatives that measure student progress towards targeted math standards.	$0

4: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):

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 2028, according to KSA data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *To increase the Climate Index Score from 77.2 to 79 by 2024, according to KSA data.*	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.	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, Monthly Classroom Guidance, Small-group Guidance, and Cub Mentors.	2023 KSA Spring	Walkthrough Observations, weekly data collection of clip data and pre/post self-reflections by students	$0
		KCWP 6: Ensuring a school culture that promotes shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning. Student culture is based on school jobs, leadership clubs and Monday Morning Meeting. 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 PGP goal check-ins, staff survey and individual conversations Exit slips through guidance that check in on areas we are trying to improve from the QSCS. New student jobs have been created through Sharpen the Saw Day and Bus Leaders. These are in addition to the morning meeting jobs, student lighthouse jobs, and other student leadership jobs that have continued from previous years.	$0

Goal 5 (State your climate and safety goal.):

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 2028, according to KSA data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 *To increase the Safety Index Score from 72.4 to 75 by 2024, according to KSA data.*	KCWP 5: Resources are aligned to needs in order 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.	KCWP 5: Adoption of BRIDGE Process to identify students in need of early intervention for behavior and create a plan to address the target behavior.	Decrease in bus referrals and student support forms.	Behavior contracts, teacher observation and reporting, SRSS and SIBSS data, bus referrals, student support forms	$0
		KCWP 5: Monthly Kid Talk meetings with the Mental Health team, MTSS team, and teachers to discuss EBP interventions for behavior and attendance as well as analyzing effectiveness of EBP behavior interventions	Decrease in bus referrals and student support forms.	Behavior contracts, teacher observation and reporting, SRSS and SIBSS data, bus referrals, student support forms	$0
		KCWP 5: Implementing the PASS program	PASS data for behavior and academic achievement.	Point sheets, check-ins with district behavioral coach and PASS coach.	$0

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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