

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the 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.</p>

1: State Assessment Results in reading and mathematics

In 2022, 54% of EOMS students scored proficient or distinguished in READING and 61% scored proficient or distinguished in MATH on the Kentucky State Assessment.
Goal 1 (State your reading and math goal.):

Reading – EOMS students will achieve at a proficiency rate of 60% in 2023. This will increase to 80% by 2028.

Math – EOMS students will achieve at a proficiency rate of 65% in 2023. This will increase to 80% by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading – EOMS students will achieve at a proficiency rate of 60% in 2023.	KCWP 1: Design and Deploy Standards. KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Designing and delivering instruction and assessment based upon the standard aligned in the ELA Curriculum.	MAP Kentucky State Assessment Grade Level Common Formative Assessments	Leadership collaboration with each Collaborative Team. End of Trimester check in for 6 Product Progress. Tier 1 data	N/A
	KCWP 2: Design and Deliver Instruction	Use of READ/MATH 180 and system 144 to supplement instruction through Co-Teaching Academy and Tier 3 interventions.	MAP, Kentucky State Assessment	Diagnostic Testing throughout.	\$8000.00 for Math/Read 180
		Math and ELA courses utilize Common Collaborative Assessments		Collaborative Team Meetings – progress monitoring.	N/A
Objective 2 Math – EOMS students will achieve at a proficiency rate of 65% in 2023. This will increase to 80% by 2028.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	MAP, Kentucky State Assessment	MTSS team will monitor the progress of students during bi-weekly meetings.	N/A embedded in school schedule.

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

In 2022, 60% of EOMS students scored proficient or distinguished in SOCIAL STUDIES and 38% scored proficient or distinguished in MATH, 58% scored proficient or distinguished in EDIT/MECHANICS and 50 scored proficient or distinguished in ON DEMAND WRITING on the Kentucky State Assessment.

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

Social Studies – EOMS students will achieve at a proficiency rate of 65% in 2023. This will increase to 85% by 2028.

Science – EOMS students will achieve at a proficiency rate of 45% in 2023. This will increase to 60% by 2028.

Writing: Edit/Mechanics – EOMS students will achieve at a proficiency rate of 65% in 2023. This will increase to 85% by 2028.

On-Demand Writing – EOMS students will achieve at a proficiency rate of 65% in 2023. This will increase to 85% by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Recover the percentage of students at proficiency in Social Studies to 73.4% by June 2022.	KCWP 1: Design and Deploy Standards	Designing and delivering instruction and assessment based upon the standard aligned in the Social Studies Curriculum	MAP, KENTUCKY STATE ASSESSMENT	Leadership collaboration with each Collaborative Team.	N/A
	KCWP 2: Design and Deliver Instruction		Grade Level Collaborative Team progress toward common formative assessments.	Tier 1 data	
	KCWP 3: Design and Deliver Assessment Literacy	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	Common Assessments, KENTUCKY STATE ASSESSMENT	Collaborative teams will identify students in need of Tier 2 remediation.	N/A
	KCWP 4: Review, Analyze and Apply Data				
KCWP 5: Design, Align and Deliver Support					
Objective 2 Recover the percentage of students at proficiency in Science to 41% by June 2022.	KCWP 1: Design and Deploy Standards	Designing and delivering instruction and assessment based upon the standard aligned in the Science Curriculum.	KENTUCKY STATE ASSESSMENT	Common Collaborative Assessments	N/A
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver				

In 2022, 60% of EOMS students scored proficient or distinguished in SOCIAL STUDIES and 38% scored proficient or distinguished in MATH, 58% scored proficient or distinguished in EDIT/MECHANICS and 50 scored proficient or distinguished in ON DEMAND WRITING on the Kentucky State Assessment.

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

Social Studies – EOMS students will achieve at a proficiency rate of 65% in 2023. This will increase to 85% by 2028.

Science – EOMS students will achieve at a proficiency rate of 45% in 2023. This will increase to 60% by 2028.

Writing: Edit/Mechanics – EOMS students will achieve at a proficiency rate of 65% in 2023. This will increase to 85% by 2028.

On-Demand Writing – EOMS students will achieve at a proficiency rate of 65% in 2023. This will increase to 85% by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Assessment Literacy				
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.			
Objective 3 Recover the percentage of students at proficiency in Writing to 42.6% by June 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	School wide formative writing tasks. At least twice a year, EOMS will conduct a live scoring event to provide students and teachers immediate feedback regarding the writing process.	KENTUCKY STATE ASSESSMENT Live scoring analysis	Live scoring analysis.	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Writing across content	KENTUCKY STATE ASSESSMENT	Common formative assessments.	
	KCWP 2: Design and Deliver Instruction	Writing intervention – In tier 3, support is given through the use of a combination of Kansas Writing Strategies and SRSD.	KENTUCKY STATE ASSESSMENT Grade level common formative assessments	Writing screeners throughout the year (CBM)	

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 EOMS students with disabilities will achieve at a proficiency rate of 32.5% for reading in 2022.	KCWP 2: Design and Deliver Instruction	READ 180 and System 44 within resource setting for students with significant reading deficits.	Reading Inventories, MAP and KAS	Diagnostic throughout	\$8000.00
		ELA courses utilize Common Collaborative Assessments		PLC analysis of units.	N/A
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Grade level collaborative teams will utilize RECOVERY and Targeted Intervention times daily to address needs of the students.	MAP, Kentucky State Assessment		
	KCWP 2: Design and Deliver Instruction	Use of MATH 180 to supplement instruction within the resource setting for kids in need.	MAP, KPREP	Diagnostic Testing throughout.	\$8000.00 for Math/Read 180
		Math courses utilize Common Collaborative Assessments		PLC analysis of units.	N/A
Objective 2 EOMS students with disabilities will achieve at a proficiency rate of 25% for math in 2022.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	MAP, KPREP	MTSS team will monitor the progress of students during bi-weekly meetings.	None required – embedded in school schedule.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels, or attain proficiency, on the ACCESS for ELLs assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Each EL student will progress at least 0.5 level, or attain proficiency, on the ACCESS for ELLs assessment by June 2023.</p>	<p>KCWP 4: Review, Analyze, and Apply Data by reviewing year-over-year growth on ACCESS for ELLs down to the student level</p>	<p>KCWP 4: Develop a system of review for year-over-year growth on ACCESS for ELLs. Use the results to determine common needs (language domains) for student growth, and align classroom supports and EL instruction to common needs.</p>	<p>2023 ACCESS results</p>	<p>2023 ACCESS results will be reviewed in May 2023 by EL teacher, EL Director, and Principal to determine if students have made progress and assess the rate of progress.</p>	<p>N/A</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): On the 2022 KSA student survey our students were asked to agree/disagree with the following statement: Bullying is NOT a problem at my school. Only 48% of our students answered in agreement.

Goal: On the 2023 KSA Student Survey, 70% of students will agree that bullying is not a problem.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Guidance Lessons	KCWP 6: Establishing Learning Culture and Environment (How does the school community promote core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders?)	Tier 1 Guidance: Bullying is a topic within these lessons.	KAS Survey increase in response to bullying.	MTSS behavior monitoring.	N/A
		Tier 1 Guidance: Increasing awareness of bullying types, how to recognize and respond, how to report. Create and display posters – anti-bullying	KAS Survey increase in response to bullying.		N/A
		Guidance Minute Meetings: Asking students to define bullying, and give examples.	KAS Survey increase in response to bullying.		N/A
Objective 2	KCWP 6: Establishing Learning Culture and Environment (What steps does leadership take to promote shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning?)	EOMS REACH – Focus on Character and House	KAS Survey increase in response to bullying.	Family and House competitions/activities.	N/A
		Teachers and students working in REACH FAMILIES to build close connections and networks across the school.	KAS Survey increase in response to bullying.		N/A

Goal 5 (State your climate and safety goal.): On the 2022 KSA student survey our students were asked to agree/disagree with the following statement: Bullying is NOT a problem at my school. Only 48% of our students answered in agreement.

Goal: On the 2023 KSA Student Survey, 70% of students will agree that bullying is not a problem.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Postsecondary Readiness (high school only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

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

Components of Turnaround Leadership Development and Support:
<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:</p>
Identification of Critical Resources Inequities:
<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:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<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:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>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.</p>

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 “[Compliance Requirements](#)” 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.	<input checked="" type="checkbox"/>
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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

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 “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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