

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

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.) Increase the percentage of student proficient/distinguished in Reading Math according to the following table:

Reading	Spring 2022	Fall 2022	Winter 2022	Spring 2023	Winter 2023
KPREP/KSA	56.4%			Goal 62%	

Math	Spring 2022	Fall 2022	Winter 2022	Spring 2023	Winter 2023
KPREP/KSA	60%			Goal 65%	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percentage of students proficient/distinguished in reading from 56.4% to 62% by the end of the 2022/23 school year.</p> <p>Increase the percentage of students proficient/distinguished in math from 60% to 65% by the end of the 2022/23 school year.</p>	Design and Deploy Standards	Curriculum alignment reviews and protocols are embedded within PLC practice to ensure instruction is tied to appropriate standards Greater emphasis on curriculum alignment to priority standards due impacts of the Pandemic	PLC observation notes, alignment protocols, walkthrough notes, PLC fidelity checks		N/A
		Assessment protocol is used in PLC's to ensure student formative and summative assessments are aligned with proper depth and content of standards	Assessment Protocol documentation, student assessment data		N/A
	Design and Deliver Instruction	TIER II and III RTI structure for reading and math (targeting students, monitoring documents, etc) Use of small groups during South Strong recovery block	Student RTI data, MAP Growth Data		N/A

Goal 1 (State your reading and math goal.) Increase the percentage of student proficient/distinguished in Reading Math according to the following table:

Reading	Spring 2022	Fall 2022	Winter 2022	Spring 2023	Winter 2023
KPREP/KSA	56.4%			Goal 62%	

Math	Spring 2022	Fall 2022	Winter 2022	Spring 2023	Winter 2023
KPREP/KSA	60%			Goal 65%	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PLC protocol where summative and formative evidence is used to inform future teaching/instructional groups	PLC Protocol, observation notes, student data (MAP, etc)		N/A
	Review, Analyze and Apply Data	Use of student watch list for students performing below proficiency–Sped focus	Watch list, Winter to Spring MAP growth data.		N/A
		Develop a system for students to take ownership of their personal data (MAP) through a MAP Incentive program.	Student goal setting forms, student evidence		N/A
Objective 2					

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

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students proficient/distinguished on On-Demand Writing from 58.6% to 68% by the end of the 2022/23 school year					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the proficiency in On-Demand Writing from 58.6% to 68% by the end of the 2020/21 school year.	Design and Deploy Standards	Ensure intentional and aligned opportunities are in place for students to improve On-Demand writing technique	Live Scoring Data, Curriculum Framework,		
		Embed On-Demand Writing instruction through core English classes			
	Design and Deliver Instruction	Implement formal and informal opportunities are available that teachers and students utilize to gather evidence to improve the learning of students in the area of On-Demand Writing	Live Scoring Event (spring), student feedback, Live scoring data and next steps, PLC notes, MAP growth data		
	Design, Align, and Deliver Support	Implement and commit to purposeful, scheduled monitoring efforts in regards to student On-Demand Writing Needs	Live Scoring Events scheduled for the fall and spring, feedback to students		
		Targeted Individual Student Groups for students scoring below proficiency	Live Scoring/Scrimmage data, PLC data analysis, calibration sessions, student descriptive feedback, cold writes		
Objective 2					

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students proficient/distinguished on On-Demand Writing from 58.6% to 68% by the end of the 2022/23 school year

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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 the Reading proficiency score of our students with disabilities from 9% to 15% by the end of the 2022/23 school year.	Design and Deliver Instruction	Target instruction through flexible grouping through intervention groups and using MAP Growth Data	RTI Data, MAP Data, MAP Growth data, MYPATH Integration through resource classes		N/A
		Coaching sessions for special teachers with district Special Education Coaches	Special Education “Look For” tools, coaching notes.		N/A
	Review, Analyze and Apply Data	Name and Claim students: create and monitor a “Watch List” for students performing below proficiency—monitored through our South Strong Recovery block	Watch List, PLC Notes, student data, MAP Data, other data sources to develop recovery block.		N/A
		Communicate data with students and goal set with students based on MAP data (Student data ownership)	Student Goal Setting Forms		N/A
	Establishing a Learning Culture and Environment	Implementation of “South Strong” recovery block/TSI Block	-Progress on KHAN Mappers -Student Assessment data -SEL/Character Strong focus and guidance lessons at each grade level.		N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					
Objective 3					

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
Objective 1 Each EL student will progress at least 0.5 level, or attain proficiency, on the ACCESS for ELLs assessment by June 2023.	KCWP 4: Review, Analyze, and Apply Data by reviewing year-over-year growth on ACCESS for ELLs down to the student level	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.	2023 ACCESS results	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.	N/A
	KCWP 2: Design and Deliver Instruction	KCWP 2: Training and implementation of effective strategies to support the learning of ELs in content classrooms	2023 ACCESS results	Monitor implementation of effective strategies, based on Unlocking ELs Potential, using a look-for document in EL cluster classrooms	Title 3
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): SOMS will work to increase the number of students that believe bullying is NOT a problem by the end of the 2022/23 school year.							
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding		
<p>Objective 1</p> <p>Increase the amount of students that feel bullying is NOT a problem by the end of the 2022/23 school year</p> <p>2022: 49% of students believe that bullying is not a problem at SOMS</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>SOMS will</p> <ul style="list-style-type: none"> - Implement a school wide guidance lesson structure that revolves around educating students on: <ul style="list-style-type: none"> -What Bullying is/is not? -How to report bullying you experience or witness -Support groups for students that have experienced bullying -education on online bullying -Utilize our SEL curriculum to create team building activities during our South Strong block. 	<p>Increased % of students who feel bullying is not a problem at SOMS on the KSA Quality and Climate Survey</p>		<p>N/A</p>		
<p>Objective 2</p>							

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					

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? Response: SOMS administrators are taking part in reading, studying and learning from the book, “Great Instruction, Great Achievement” by John O’Connor. The text is specifically geared towards administrators looking to move achievement forward for students with disabilities. The book focuses on effective tier 1 reading, math and behavioral instruction. SOMS administrators, with collaboration from OCS will study this book to identify and implement research based strategies to help improve students with disabilities achievement.</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. Response: SOMS Creates our master schedule with Special Education Students first. We build the schedule to ensure all students their appropriate services through our master schedule. We also ensure that special education teachers have common planning with their regular education counterparts. We are frequently evaluating our co-teaching and resource set ups to ensure we have the right people in the right positions. We will evaluate at the end of the year and make appropriate changes.</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. Response: SOMS has a very young and inexperienced ECS staff. It will be very important that SOMS and OCS work to support these teachers through professional development and support in the classroom. Teaching our teachers effective co-teaching and instructional strategies will be important so they can provide great instruction to students in the resource and co-teaching classroom. We have one administrator and one counselor that both have a special education background. Along with district support, we will utilize these individuals to support the growth of our largely new staff.</p>

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:

Evidenced-based practices that specifically target ECS population:

- **Evidence based instructional strategies: Gradual Release of Responsibility, Workshop Model, Opportunities to Respond**
- **New math curriculum - HMH into Math**
- **Evidence-based co-teaching strategies: Parallel and Station Teaching**
- **Orton-Gillingham literacy training for all ECS teachers**
- **Kansas writing strategies professional development for ECS teachers**

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 “[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
Research Based Instructional Strategies (Workshop Model/Gradual Release of Responsibility/Opportunities to Respond)	Archer & Hughes (2011) “Delivering instruction: Eliciting responses” from Explicit instruction: Effective and efficient teaching Bennett (2007) That workshop book: New structures for classrooms that read, write, and think Fisher & Frey (2014) Better learning through structured teaching	<input checked="" type="checkbox"/>
Math Curriculum	EdReports for HMH Into Math 6-8	<input type="checkbox"/>
Kansas Writing Strategies	Sheldon, J., & Schumaker, J. B. (1999). <i>Proficiency in the Sentence Writing Strategy: Instructor’s Manual</i>. Lawrence, KS: The University of Kansas Center for Research on Learning. Schumaker, J. B., & Sheldon, J. (1998). <i>Fundamentals in the Sentence Writing Strategy</i>. Lawrence, KS: The University of Kansas Center for Research on Learning.	<input type="checkbox"/>
Structured Literacy	Spear-Swerling (2018) Structured literacy and typical literacy practices understanding differences to create instructional opportunities	<input type="checkbox"/>
		<input type="checkbox"/>

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:
<p>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</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>

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>