

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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By June 2025, Morgan Central Elementary School will increase the combined reading and math percentage of proficient/distinguished to 63.3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By June 2023 there will be an increase from 39% to 45% of students scoring proficient/distinguished in Reading.</p>	Review, Analyze, and Apply Data	Ensure formative, interim, common and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs and students are placed in small instructional groups.	Use of data in making student recommendations based on PLC agendas for tier recommendation.	PLC and MTSS notes will reflect discussion of student achievement and steps taken for student support.	\$1,688 (ARP)
		Create test practice groups based on students that are performing below proficiency.	Monthly PLC meetings discussing the progress of testing groups.	PLC notes will reflect discussion of student achievement and steps taken for student support.	
	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity: Kentucky Virtual Library; Classroom Library Updates; Implementation of Evidence-based Curriculums with professional development, Peer Observations	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals	Principal will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs), weekly school walkthrough/coaching data, bi-weekly content PLCs, data analysis of classroom assessments and district Universal Screener (3 times annually)	\$4,014.73 iReady Screener
Design and Deliver Instruction		Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-	Increased student engagement evidenced by coaching documents data, lesson plans	Weekly district-level and principal walkthrough/coaching data, twice-annual Coding Visit data from the Center for Instructional and Behavioral Research in Schools	

Goal 1 (State your reading and math goal.): By June 2025, Morgan Central Elementary School will increase the combined reading and math percentage of proficient/distinguished to 63.3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		peer discussion, higher-order questioning			
	Design, Align, and Deliver Support Processes	Using Class Reduction teachers funded by Title 1 to reduce teacher to student ratio.	Observations and Walk through-data	Observations and Walk through notes will reflect discussion of student achievement and steps taken for student support.	\$156,950 (Title 1)
Objective 2 By June 2023 there will be an increase from 22% to 30% of students scoring proficient/distinguished in Mathematics.	Review, Analyze, and Apply Data	Ensure formative, interim, common and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs and students are placed in small instructional groups.	Use of data in making student recommendations based on PLC agendas for tier recommendation.	PLC and MTSS notes will reflect discussion of student achievement and steps taken for student support.	\$1,688 (ARP) \$4,014.73 iReady Screener
		Create test practice groups based on students that are performing below proficiency.	Monthly PLC meetings discussing the progress of testing groups.	PLC notes will reflect discussion of student achievement and steps taken for student support.	
	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity: Kentucky Virtual Library; Classroom Library Updates; Implementation of Evidence-based Curriculums with professional development, Peer Observations	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals	Principal will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs), weekly school walkthrough/coaching data, bi-weekly content PLCs, data analysis of classroom assessments and district Universal Screener (3 times annually)	\$3,046.82 (ESSER II)

Goal 1 (State your reading and math goal.): By June 2025, Morgan Central Elementary School will increase the combined reading and math percentage of proficient/distinguished to 63.3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning	Increased student engagement evidenced by coaching documents data, lesson plans	Weekly district-level and principal walkthrough/coaching data, twice-annual Coding Visit data from the Center for Instructional and Behavioral Research in Schools	
	Design, Align, and Deliver Support Processes	Using Class Reduction teachers funded by Title 1 in order to reduce teacher to student ratio.	Observations and Walk through-data	Observations and Walk through notes will reflect discussion of student achievement and steps taken for student support.	\$156,950 (Title 1)

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

Goal 2 (State your science, social studies, and writing goal.): By June 2025, Morgan Central Elementary School will increase the combined separate academic indicator percentage of proficient/distinguished students to 60%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By June 2023, there will be an increase from 16% to 25% of students scoring proficient/distinguished in science.</p> <p>Objective 2</p> <p>By June 2023, there will be an increase from 27% to 35% of students scoring proficient/distinguished in Social Studies.</p>	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity through evidence-based curriculums with vertical and horizontal alignment Amplify Science K-5 and Savvas Social Studies K-5.	<p>Kentucky Academic Standards Checklists maintained by teachers and monitored by principals</p> <p>Walkthrough/coaching tool</p>	<p>Principal will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs)</p> <p>Teacher attending Professional Development in Science and Social Studies and implementing strategies.</p> <p>Weekly walkthrough/coaching data</p>	<p>\$13,817.77 (Savvas Social Studies)</p> <p>\$46,549.43 (Amplify Science)</p>
		Establish a protocol for reviewing and revising the curriculum beyond pacing- Content PLC Meetings and Curriculum Mapping Meetings	Lesson plans and curriculum maps	Monthly agendas, minutes, and sign-ins from the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; lesson plans	
	Design and Deliver Instruction	Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success)	Coaching document data	Weekly district-level and principal walkthrough/coaching data	

Goal 2 (State your science, social studies, and writing goal.): By June 2025, Morgan Central Elementary School will increase the combined separate academic indicator percentage of proficient/distinguished students to 60%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Universal Design for Learning			
		Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning	Increased student engagement evidenced by coaching documents data, lesson plans	Weekly district-level and principal walkthrough/coaching data, twice-annual Coding Visit data from the Center for Instructional and Behavioral Research in Schools	
	Design, Align, and Deliver Support Processes	Using Class Reduction teachers funded by Title 1 to reduce teacher to student ratio.	Observations and Walk through-data	Observations and Walk through notes will reflect discussion of student achievement and steps taken for student support.	\$156,950 (Title 1)

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
<p>Objective 1</p> <p>By June 2023, the percentage of students in the Disability-With IEP category scoring at the novice level in Reading will decrease from 49% to 39%.</p>	Review, Analyze, and Apply Data	<p>Ensure formative, interim, common and summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs and students are placed in small instructional groups.</p> <p>Use data to create student list for After School Learning Loss Program and After School ESS.</p>	Use of data in making student recommendation based on PLC agenda and minutes each month.	PLC and MTSS notes will reflect discussion of student achievement and steps taken for student support.	<p>\$4,014.73 iReady Screener</p> <p>After School Learning Loss \$19,593.34</p> <p>ESS \$11,060.70</p>
<p>Objective 2</p> <p>By June 2023, the percentage of students in the Disability-With IEP category scoring at the novice level in Mathematics will decrease from 49% to 40%.</p>		Progress monitoring of student with IEP's weekly	Progress monitoring records	PLC and MTSS notes will reflect discussion of student achievement and steps taken for student support.	
	Design, Align, and Deliver Support Processes	Using Class Reduction teachers funded by Title 1 in order to reduce teacher to student ratio.	Observations and Walk through-data	Observations and Walk through notes will reflect discussion of student achievement and steps taken for student support.	\$156,950 (Title 1)
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so,	Data from formative and summative assessments, performances	Parent contact logs will reflect parents have been contacted when intervention support is needed. Progress reports and individual student Google Docs detailing student progress toward meeting individual	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		make those instructional adjustments Walkthrough/Coaching Visits focused on co-teaching evidence-based practices	District and school data analysis RTI data analysis	goals during Response to Intervention (RTI)	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By June 2025, all English Language (EL) students will progress at least 2 levels.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 By June 2023, all English Language students will progress at least 0.5 levels.	Design and Deliver Instruction	Professional development for administration, Regular and EL Teacher(s) via online PD models via World-Class Instructional Design and Assessment (WDA).	School Professional Development Plans updated based on need.	Language Instruction Educational Program (LIEP) at school results in a structured English immersion Program. Annual Professional Development Logs		
			Teacher Professional Development updated based on his/her areas of need.	Weekly Observation data will reflect when the General Education Teachers work in collaboration with the ELL Teacher.		
	Review, Analyze, and Apply Data	Monitor results from WIDA ACCESS in English Proficiency and Growth based on January administration for EL online assessments for grades 1-2 and the K-ACCESS for Kindergarten as required by Kentucky Department of Education	Students in the EL Program exit.	Records will show a 4.5 or higher overall composite proficiency level on Tier 8 or Tier C ACCESS for ELL and in grades 1-5 and for Alternate ACCESS students, a score of P2 or higher Overall Composite will be recorded.		
	Design, Align, and Deliver Support		Monitor students after they exit the Language Instruction Educational (LIEP) Program – Quarterly for 4 years	No student prematurely exited, for any academic deficits alleviated with successful participation in the regular academic program comparable to their never EL-Peers	Bi-weekly data will show monitoring of student academic performance on a regular basis, documented in student records (performance on standardized assessments, grades, GPA, teacher observations/feedback	

Goal 4 (State your English Learner goal.): By June 2025, all English Language (EL) students will progress at least 2 levels.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.) :By 2025, Morgan Central Elementary School will increase the combined Climate Index and Safety Index for an increased indicator score of the Quality of School Climate and Safety to 92.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, Morgan Central will increase the Climate index to 90%.	Establishing Learning Culture and Environment	Implement social-emotional learning (SEL) curriculum promoting shared leadership opportunities among all school communities to elevate a positive and supportive culture for learning.	Decreased office referrals Decrease in low and high incidence behaviors	Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	\$1,272.88 \$1,100.00 (Title IV)
		Anti-Bullying Program by Mr. Joe Washington	Individual Student Infractions		
		Implementation of Zones of Regulation resources			
Objective 2 By June 2023, Morgan Central will increase the Safety index to 85%.	Establishing Learning Culture and Environment	Ensure processes are in place to communicate with and support parents/families to address barriers to learning.	Decreased office referrals Decrease in low and high incidence behaviors	Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	\$1,000 (Title IV) \$1,459.85 (Title !)
		Design, Plan and Implement Family Engagements nights with our parents/families.	Individual Student Infractions		
			Participation in Family Engagement Activities		

Goal 5 (State your climate and safety goal.) :By 2025, Morgan Central Elementary School will increase the combined Climate Index and Safety Index for an increased indicator score of the Quality of School Climate and Safety to 92.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Postsecondary Readiness (high school only)

Goal 6 (State your graduation rate 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? 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. 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. 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? 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:
<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

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