

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

Goal 1 (State your reading and math goal.): Peaks Mill Elementary will increase the proficiency in reading and math from (reading 48%) (math 40%) to 60%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 In the 22-23 school year, Peaks Mill will increase our overall proficiency in reading and focusing on novice reduction.</p> <p>31% of students performing at Novice 21-22 to 15% performing Novice 22-23 for a 16% decrease.</p>	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Intentional use of intervention staffing with designated intervention block for EVERY grade level.</p> <p>Teachers will participate in Peer Learning Labs led by the district instructional coaches.</p>	<p>Weekly PLC's to review classroom data, Monthly SST's to discuss strategies, review data, and make necessary adjustments to instructional practices.</p>	<p>SST meetings allow teachers to review if/how the instructional strategies for those students in tiers.</p>	
		<p>SST meetings allow teachers to review if/how the instructional strategies for those students in tiers.</p>	<p>Students demonstrating confidence and growth with reading ability.</p>	<p>Formative assessments, DRA, running records, iReady.</p>	
<p>Objective 2 In the 22-23 school year, Peaks Mill will increase our overall proficiency in math by focusing on novice reduction.</p> <p>28% of students performing at Novice 21-22 to 12% performing Novice in 22-23 for a 16% decrease.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Weekly PLC's to review classroom data, Monthly SST's to discuss strategies, review data, and make necessary adjustments to instructional practices.</p>	<p>Differentiated instruction based on needs demonstrated through a variety of sources (iReady, benchmark, classroom assessments, anecdotal records, etc.)</p>	<p>Collaboration with Thinking Strategies coaches from PEBC. Working to align all core to instructional strategies in a student led environment (workshop model).</p>	
		<p>PEBC Coaching Support for Workshop Model and Book Study – Minds on Mathematics</p>		<p>Job Embedded professional development through peer labs with multiple content areas.</p>	

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

Goal 2 (State your science, social studies, and writing goal.): Peaks Mill will increase proficiency in Science and Social studies by consistently providing instruction through programs and unit design at all grade levels.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Peaks Mill will decrease the number of apprentice students in Science from 43% to 15%.	KCWP 1: Design and Deploy Standards	Continue training on district wide science program (Amplify) with quarterly Science PLCs focusing on understanding the implementation and alignment of standards.	District Science benchmark, science assessments within program.	Pacing guide check points with each grade level.	Amplify main program funded by the district. *Workbooks for 4 th grade \$1200.
	KCWP 2: Design and Deliver Instruction	Unit development with EACH grade level. Consistent instruction observed by administration.	Unit assessment data compared to last year (trend data beginning for past 2 years of using program).	After each unit assessment in Amplify team planning and review of data from unit assessment. Formative checks on throughout unit.	
Objective 2 Peaks Mill will focus on novice reduction in Social Studies from 36% novice (in 21-22) to 15% novice (in 22-23).	KCWP 1: Design and Deploy Standards	Align pacing of the program to ensure coverage of KY standards throughout the year. Work with district cadre to outline pacing guide for FCS.	Pacing guide for each grade level to cover standards.	District led cadres and anecdotal records from room visits.	District covering subs for grade level representative to attend.
	KCWP 2: Design and Deliver Instruction	Professional development at PME that alternated science/social studies units in order to create pacing guide and ensure standard coverage.	Students are able to coherently discuss social studies standards at all grade levels.		Stipend for days.

Goal 2 (State your science, social studies, and writing goal.): Peaks Mill will increase proficiency in Science and Social studies by consistently providing instruction through programs and unit design at all grade levels.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Collaboration with enrichment teachers to design units that supported social studies standards for the building.	Student reflection on projects using rubrics to measure understanding.	Observations from administration and teacher reflection on collaboration.	

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 Peaks Mill will decrease the percentage of novice in the economically disadvantaged students for math. Math novice reduction goal for economically disadvantaged students from 43.9% to 20%.	KCWP 2: Design and Deliver Instruction	PLCs focused on planning and unpacking Eureka2 curriculum.		District math walkthrough to monitor program fidelity and ensure depth of standards met with program instruction.	
	KCWP 3: Design and Deliver Assessment Literacy	Specific goal setting discussions and targets to enable students to take responsibility for their own learning and improve their motivation for areas of growth.	Student growth on iReady 3 times a year.		District pays for iReady

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment.	Coaching and book study specific to math workshop instruction that encourages math talk as part of math instruction.	Targeted feedback on each chapter month to month.	Review formative assessments and share walkthrough feedback based.	\$0
		Monthly book study co-facilitated with PEBC coaching.			PEBC coaching support visits and travel.
Objective 2 Peaks Mill will decrease the percentage of novice in the economically disadvantaged students for reading. Reading novice reduction goal for economically disadvantaged students from 48.1% to 20%.	KCWP 2: Design and Deliver Instruction	Coaching and support from Reading Recovery teacher leads to support reading instruction.	DRA reading levels, running records, comprehension checks via book texts, and admin observation feedback.		
		Collaboration with literacy aides to provide each student 1-3 rd a guided reading lesson and 4/5 students book studies based on reading level.			
	KCWP 4: Review, Analyze, and Apply Data	Professional development that is ongoing on interpreting running record and reading data.	Student growth on iReady 3 times a year.	DRA reading levels, running records, comprehension checks via book texts, and admin observation feedback.	
		Building accountability partners for students so that they have an adult in the building check in. Read together, work on words, writing buddies, etc.	Counselor provides check ins for students and shared data at monthly MTSS meetings.		

4: English Learner Progress

Goal 4 (State your English Learner goal.): In the 2022-23 school year, Peaks Mill Elementary will focus on increasing proficiency in math for our ELL students from 18% to 38%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Intentional focus on ELL instructional support for math instruction.	KCWP 2: Design and Deliver Instruction	Collaboration with ELL teacher on instruction with new Eureka2 content.		Updates from support teacher to classroom teachers.	
	KCWP 3: Design and Deliver Assessment Literacy	Intentional small grouping with peers of similar needs while in the classroom.	Classroom assessments, iReady growth, ACCESS score improvement.	Formative data, classroom observations.	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Peaks Mill will focus on supporting students' social and emotional skills for the 22-23 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In the 2022-23 school year, Peaks Mill will support students in social and emotional skills.	KCWP 6: Establishing Learning Culture and Environment.	Monthly lessons provided by counselor (1 virtual, 1 in person) Social and emotional lessons Character Strong and identifying areas for growth and also monitoring.	Amount of discipline refers.	Monthly feedback from teachers about the lessons. Patriot Leaders celebration based on trait.	Title 4 - District purchased program for schools to use materials.
	KCWP 4: Review, Analyze, and Apply Data	MTSS standing meeting agenda item to discuss and review behavior writeups.	Behavior Screener conducted 3 times a year and analyzed by team.	Behavior interventionist and counselor co-lead in house ISM team meetings to share data.	
				SST meetings used to determine if student needs and data support progression in tiers.	
			Social Worker sessions with students	Number of students provided support in groups. Increase in attendance.	PLP tab in IC used to document parent contact for services. Monthly attendance reports.

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): NA					
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.): NA					
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:
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:
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:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
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:
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:

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
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

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