

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<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.): Hearn Elementary will increase KSA reading and math proficiency from 53.5% in 2022 to 70.0% in 2025, which would transition our classification from the low to high rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase reading and math proficiency according to KSA from 53.5% in 2022 to 59.5% in 2023.	KCWP 1: Design and Deploy Standards	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	PLC Minutes, Committee Meeting Minutes, Formative and Summative Assessment Data	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	
		Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data, and standards mastery checks.	Observation Notes, Formative and Summative Assessment Data, and Benchmark Data.	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	
	KCWP 2: Design and Deliver Instruction	Ensure congruence is present between standards, learning targets, and assessment measures.	PLC Minutes, Observation Notes, Lesson Plans, and Assessment Data.	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	PLC Minutes, Lesson Plans, Observation Notes, and Assessment Data.	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	

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

Goal 2 (State your science, social studies, and writing goal.): Hearn Elementary will increase KSA science, social studies and writing proficiency from 49.7% in 2022 to 67.0% in 2025, which will transition our classification from the low to high rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percentage of students scoring proficient/distinguished in science according to KSA from 24.0% in 2022 to 34.0% in 2023.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Amplify Science Training, KSA Data, Formative and Summative Assessments, and Lesson Plans	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	PLC Minutes, Lesson Plans, Observation Notes, and Assessment Data.	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	
Objective 2 Increase percentage of students scoring proficient/distinguished in social studies according to KSA from 35.0% in 2022 to 46.0% in 2023.	KCWP 2: Design and Deliver Instruction	Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.	Lesson Plans, Observation Notes, Classroom Assessment Data, and KSA Data.	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning).	Lesson Plans, Observation Notes, and Classroom Assessment Data.	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	
Objective 3 Increase percentage of students scoring proficient/distinguished in writing according to KSA from	KCWP 2: Design and Deliver Instruction	Each classroom will have a dedicated writing instruction time for a minimum of 30 minutes per day, 5 days a week. Include modeling, practice, feedback and revision using Being a Writer as the core curriculum.	Performance Tasks Data, KSA Data, Writing Benchmark Data, Lesson Plans	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	

Goal 2 (State your science, social studies, and writing goal.): Hearn Elementary will increase KSA science, social studies and writing proficiency from 49.7% in 2022 to 67.0% in 2025, which will transition our classification from the low to high rating.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
14.0% in 2022 to 24.0% in 2023.		Incorporate schoolwide writing benchmarks a minimum of 3 times a year to aid in curricular adjustments when students fail to meet mastery.	Writing Benchmark Data, Lesson plans, Assessment Data, KSA Data	Principal, Dean and Instructional Coach will monitor assessment data and the impact on instruction during bi-weekly PLCs, walkthroughs, and ELEOT data.	

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 percentage of students with disabilities scoring proficient/distinguished in reading and math from 25.8% in 2022 to 35.8% in 2023 on KSA.	KCWP 2: Design and Deliver Instruction	Ensure best practice with co-teaching models	Master Schedules, Eleot Walkthrough Data	Principal, Dean and Instructional Coach will monitor student progress in monthly SST meetings; assessment data and the impact on instruction during walkthroughs and weekly PLCs. ELEOT Tool	
	KCWP 4: Review, Analyze, and Apply Data	Utilize a tracking system for monitoring of student achievement progress by standard.	Lesson Plans, Assessment Data, Mastery Connect	Principal, Dean and Instructional Coach will monitor student progress in monthly SST meetings; assessment data and the impact on instruction during walkthroughs and weekly PLCs. ELEOT Tool	
Objective 2 Increase the percentage of economically disadvantaged students scoring proficient/distinguished in reading and math from 38.7% in 2022 to 48.7% in 2023 on KSA.	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results as well as universal screener data are used appropriately to determine tiered intervention needs.	Lesson plans, SST data, Assessment Data, Universal Screener (iReady)	Principal, Dean and Instructional Coach will monitor student progress in monthly SST meetings; assessment data and the impact on instruction during walkthroughs and weekly PLCs. ELEOT Tool	

4: English Learner Progress

Goal 4 (State your English Learner goal.): Hearn Elementary will increase the overall reading and math proficiency score for EL students by 50% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the overall reading proficiency score for EL students by 22% on the 2023 KSA.	KCWP2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Thinking Strategies training, Executive Functioning training, Equity and Diversity training, Classroom Assessment Data, Benchmark Data, KSA Data	Principal, Dean and Instructional Coach will monitor student progress in monthly SST meetings; assessment data and the impact on instruction during walkthroughs and weekly PLCs. ELEOT Tool	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	PLC meeting minutes, Formative/Summative Assessment Data, SST Data, Lesson Plans, KSA Data, ACCESS Data	Principal, Dean and Instructional Coach will monitor student progress in monthly SST meetings; assessment data and the impact on instruction during walkthroughs and weekly PLCs. ELEOT Tool	
Objective 2 Increase the overall math proficiency score for EL students by 22% on the 2023 KSA.	KCWP2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Thinking Strategies training, Executive Functioning training, Equity and Diversity training, Eureka Squared Training, Classroom Assessment Data, Benchmark Data, KSA Data, ACCESS results	Principal, Dean and Instructional Coach will monitor student progress in monthly SST meetings; assessment data and the impact on instruction during walkthroughs and weekly PLCs. ELEOT Tool	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional	PLC meeting minutes, Formative/Summative Assessment Data, SST	Principal, Dean and Instructional Coach will monitor student progress in monthly SST meetings; assessment data and the impact on instruction	

Goal 4 (State your English Learner goal.): Hearn Elementary will increase the overall reading and math proficiency score for EL students by 50% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		adjustments are needed, and if so, what those adjustments are.	Data, Lesson Plans, KSA Data, ACCESS Data	during walkthroughs and weekly PLCs. ELEOT Tool	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Hearn Elementary will increase the overall Quality of School Climate and Safety rating from 70.6% (low) in 2022 to 77.0% (high) in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the percentage of Hearn Students who disagree that students being mean or hurtful to other students is not a problem for our school from 78% in 2022 to 50% in 2023.	KCWP 6: Establishing Learning Culture and Environment	Ensure the effective implementation and monitoring of social-emotional learning using the Character Strong program and Zones of Regulation.	Training on Character Strong and Zones of Regulation, strategies of programs embedded into school wide behavior system	Counselor referrals, Teacher discipline referrals, Zone check ins, biweekly HIVE meetings	
		Each classroom will have a dedicated community building time for a minimum of 30 minutes per day, 5 days per week. Include modeling, practice, discussions and feedback.	Master schedule, observation notes	Principal, Dean and Instructional coach will monitor student progress through walkthroughs and PLC meetings.	
Objective 2 Decrease the percentage of Hearn students who stated they do not feel comfortable stating their opinion in class if others disagree from 36% in 2022 to 20% in 2023.	KCWP 6: Establishing Learning Culture and Environment	Each classroom will have a dedicated community building time for a minimum of 30 minutes per day, 5 days per week. Include modeling, practice, discussions and feedback.	Master schedule, observation notes	Counselor referrals, Teacher discipline referrals, Zone check ins, biweekly HIVE meetings	
		Ensure that classrooms plan for and incorporate culturally responsive practices (including student discourse), embedding such practices in lesson plans, activities, and within daily classroom operations.	Thinking Strategies training, PLC meeting minutes, lesson plans, ELEOT data	Principal, Dean and Instructional coach will monitor student progress through walkthroughs and PLC meetings.	

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: Hearn’s Student Support Team, school leadership, Special Education teachers and general education teachers work together to identify students who receive services, and also students who do not receive services, yet might qualify for them. Teachers and support staff work together to discuss student data and place students in academic/behavioral tiers, determine the appropriate interventions to provide, analyze data gathered and progress monitoring from the interventions. The SST committee also discusses the referral process and which students should be referred based on intervention data. On a district level the special education teachers meet in their PLC monthly. Teachers also collaborate with the district special education coach.</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: Central Office allocates personnel based on total number of students receiving services. A resource inequity is that students actual minutes/services need to be looked at to determin number of teachers caseloads. Also, looking at IEP and service times there are numerous kids getting pulled out of the general classroom for resource minutes. They are missing in class instruction and when they are in the classroom they don’t have the support needed to be successful due to lack of co-teach time and staff availability. We are relooking at schedules and putting more co-teach time on students IEP.</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: Most of the students that were in the targeted subgroup (disability) did not have academic goals. We worked together with staff to determine how to meet the needs of these students. Due to covid, virtual learning and attendance we could not get the data to support moving through the tiers. We discussed this in SST and PLC where student performance, interventions and monitoring was discussed.</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: We need to increase the number of students with disabilities who score proficient and/or distinguished in reading and math. We plan to do this by increasing co teaching time and provide an even playing field for those students. We also need to increase the number of economically disadvantaged students who score proficient and/or distinguished in areas of reading and math.

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"/>
Co-Teach model to ensure best practice.	https://bottemabeutel.com/wp-content/uploads/2014/01/Friend-et-al-2010_coteaching.pdf	<input type="checkbox"/>
Co-Teach model to ensure best practice.	Fennick, E. (2001). Coteaching: an inclusive curriculum for transition. <i>Teaching Exceptional Children</i> , 33(6), 60–66.	
Sunday Program	https://kb.gcsu.edu/cgi/viewcontent.cgi?article=1013&context=eds	<input type="checkbox"/>
DreamBox Learning	DreamBox Learning. (2013, December). Retrieved November 29, 2022 from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dreambox_121013.pdf	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
		<input type="checkbox"/>