

## 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> 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.): Increase overall indicator score for reading and mathematics from 59.5 to 70 or above.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percent of students scoring proficient and distinguished in reading to 55% as measured by 2022-2023 KAS testing.	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></li> </ul>	<p>All teachers will collaborate with others across the school and district to increase understanding of standards, rigor, and curriculum with collaborative work.</p> <p>Use monitoring and feedback practices to support high fidelity in teaching to the standards with walkthroughs and lesson plan feedback.</p> <p>Provide ongoing literacy development through the RTA grant. (Orton Gillingham, Running Record, Jan Richardson)</p> <p>Follow up monitoring of ReadyGen in grades Kdg.-5.</p> <p>Virtual and in-person coaching visits with PEBC in regard to instructional practices.</p> <p>Monthly SST (Student Success Team) meetings to monitor, assess and make adjustments for individualized student needs.</p>	<p>Improved KAS, IReady, Benchmark scores</p> <p>Formative and summative student data.</p>	<p>Monthly PLC meetings to review student progress by Administrative and Instructional Team with staff.</p> <p>Individual student progress checks through SST monthly meetings.</p>	<p>Title I Section 6 RTA</p>

Goal 1 (State your reading and math goal.): Increase overall indicator score for reading and mathematics from 59.5 to 70 or above.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Increase percent of students scoring proficient and distinguished in math to 50% as measured by 2022-2023 KAS testing.</p>	<ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></li> </ul>	<p>All teachers will collaborate with others across the school and district to increase understanding of standards, rigor, and curriculum with collaborative work.</p> <p>Use monitoring and feedback practices to support high fidelity in teaching to the standards with walkthroughs and lesson plan feedback.</p> <p>Follow up monitoring of Eureka2 in grades Kdg.-5.</p> <p>Virtual and in-person coaching visits with PEBC in regard to instructional practices.</p> <p>Monthly SST (Student Success Team) meetings to monitor, assess and make adjustments for individualized student needs.</p>	<p>Improved KAS, IReady, Benchmark scores</p> <p>Formative and summative student data.</p>	<p>Monthly PLC meetings to review student progress by Administrative and Instructional Team with staff.</p> <p>Individual student progress checks through SST monthly meetings.</p>	<p>Title I Section 6</p>

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

Goal 2 (State your science, social studies, and writing goal.): Increase the overall indicator score in science, social studies, and writing from 51.5 to 67 or above.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percentage of students scoring proficient on writing to 50% or above.	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></li> </ul>	<p>Professional Development- Teachers will participate in professional development that will support the implementation 6 traits of writing.</p> <p>Scoring analysis of three times yearly on student writing benchmarks.</p> <p>Ensure monitoring measures are in place to support high fidelity in teaching to the standards by way of walkthroughs, and lesson plan feedback.</p> <p>One on one writing mentors for specific student feedback and accountability.</p>	KAS, formative and summative student data	<p>Monthly PLC meetings to review student progress by Administrative and Instructional Team with staff</p> <p>Benchmark writing analysis</p>	Title I Section 6
Objective 2 Decrease the number of students scoring novice in Social Studies to 25% or below.	<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver</a></li> </ul>	<p>Professional Development- Teachers will participate in professional development that will support the implementation of the Social Studies standards.</p> <p>Teachers will collaborate with others across the district to improve standards and curriculum understanding through collaborative work.</p>	KAS, formative and summative student data	Monthly PLC meetings to review student progress by Administrative and Instructional Team with staff.	Title I Section 6

Goal 2 (State your science, social studies, and writing goal.): Increase the overall indicator score in science, social studies, and writing from 51.5 to 67 or above.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<a href="#">Support Processes</a>	Use monitoring and feedback practices to support high fidelity in teaching to the standards with walkthroughs and lesson plan feedback.			

### 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 Increase the percentage of minority students reaching proficiency in reading by 15%.</p>	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	<p>Monthly SST (Student Success Team) meetings to monitor, assess and make adjustments for individualized student needs.</p>	<p>KAS, formative and summative student data</p>	<p>Monthly PLC meetings to review student progress by Administrative and Instructional Team with staff</p>	
<p>Objective 2 Increase the percentage of economically disadvantaged students reaching proficiency in math by 15%.</p>	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	<p>Monthly SST (Student Success Team) meetings to monitor, assess and make adjustments for individualized student needs.</p>	<p>KAS, formative and summative student data</p>	<p>Monthly PLC meetings to review student progress by Administrative and Instructional Team with staff.</p>	
<p>Objective 3 Increase the percentage of economically disadvantaged students reaching proficiency in writing by 15%.</p>	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	<p>Monthly SST (Student Success Team) meetings to monitor, assess and make adjustments for individualized student needs.</p> <p>One on one writing mentors for specific student feedback and accountability.</p>	<p>KAS, formative and summative student data</p>	<p>Monthly PLC meetings to review student progress by Administrative and Instructional Team with staff.</p> <p>Benchmark writing analysis</p>	



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		One on one writing mentors.  Three times yearly writing benchmarks.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025 the overall proficiency of English learners will increase by 30% in both reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, the overall proficiency of EL students will increase by 10% in reading.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	<p>Use of instructional and assessment analysis through PLC process to determine instructional next steps.</p> <p>Use of prior years WIDA data to drive instruction for EL students.</p>	Formative and summative student data over time Aug. 2022-May 2023	<p>Walkthrough data of instructional practices.</p> <p>PLC and SST Data analysis</p>	N/A
Objective 2 By 2023, the overall proficiency of EL students will increase by 10% in math.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	<p>Use of instructional and assessment analysis through PLC process to determine instructional next steps.</p> <p>Use of prior years WIDA data to drive instruction for EL students.</p>	Formative and summative student data over time Aug. 2022-May 2023	<p>Walkthrough data of instructional practices.</p> <p>PLC and SST Data analysis</p>	N/A

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase Collins Lane’s overall index score for Climate and Safety to 82 or above from					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase index rating for student interpersonal relationships and interactions with peers to 60 or higher.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support Processes</a></li> </ul>	<p>Twice monthly guidance lessons with Character Strong curriculum.</p> <p>Daily class morning meeting.</p> <p>Instructional activities on Zones of Regulation.</p> <p>Restorative practice professional development for staff.</p>	<p>Ratings on KAS Climate and Safety Survey</p> <p>Student Discipline Referrals</p>		Title I Section 6

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

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

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

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

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>Response:</b></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:

<b>Turnaround Team:</b>
<b>Consider:</b> 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 <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>

**Evidence-based Practices**

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