

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

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>

Goal 1: State Assessment Results in Reading and Mathematics

<p>Our current 2022 KSA indicator score for combined reading and math is 53.1, with reading at 56.4 and math at 49.8, respectively. As of the 2021-22 KSA, this means that our school’s level is ranked as “Low.” Our five-year goal is to increase our combined reading and math indicator score by a total of 11.9 points, from 53.1 to 65.0 as evidenced by the 2026-2027 school year KSA accountability data. Additionally, this will improve our current indicator score for reading and math from “Low” to “High.”</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Reading Decrease the percentage of all students scoring novice from 31% to 21% as measured by the 2022-23 KSA.</p>	<ul style="list-style-type: none"> KCWP #2 and #4: Collaboratively identify and implement essential learning standards, develop student-friendly learning targets, and common formative/summative assessments to ensure consistency, monitor learning, and inform instruction. 	<ul style="list-style-type: none"> Ensure that classroom instruction is supported by a curriculum that is congruent with the grade-level rigor of the standard. Student assessment utilizing common formative and summative assessments. Utilize grade-level content collaborative teams with fidelity to inform instructional practices, ensure student learning, and student content mastery. 	<ul style="list-style-type: none"> Student growth toward the goal of mastery of the grade-level content. Decrease in the number of students who score novice in reading on the Kentucky Summative Assessment. 	<ul style="list-style-type: none"> Student performance on STAR benchmark testing. Student performance on STAR progress monitoring in Rtl. Student performance on the KSA. Monitoring of student learning as part of the grade-level content collaborative team meetings. School administration collaboration with grade-level content teams. 	<ul style="list-style-type: none"> District funding School funding
<p>Objective 2: Reading Increase the percentage of all students scoring proficient/distinguished from 38% to 43% as measured by the 2022-23 KSA.</p>					
<p>Objective 3: Math Decrease the percentage of all students scoring novice from 35% to 25% as measured by the 2022-23 KSA.</p>	<ul style="list-style-type: none"> KCWP #2 and #4: Collaboratively identify and implement essential learning standards, develop student-friendly learning targets, and common formative/summative assessments to ensure consistency, monitor learning, and inform instruction. 	<ul style="list-style-type: none"> Ensure that classroom instruction is supported by a curriculum that is congruent with the grade-level rigor of the standard. Student assessment utilizing common formative and summative assessments. Utilize grade-level content collaborative teams with fidelity to inform instructional practices, ensure student learning, and student content mastery. 	<ul style="list-style-type: none"> Student growth toward the goal of mastery of the grade-level content. Decrease in the number of students who score novice in reading on the Kentucky Summative Assessment. 	<ul style="list-style-type: none"> Student performance on STAR benchmark testing. Student performance on STAR progress monitoring in Rtl. Student performance on the KSA. Monitoring of student learning as part of the grade-level content collaborative team meetings. School administration collaboration with grade-level content teams. 	<ul style="list-style-type: none"> District funding School funding
<p>Objective 4: Math Increase the percentage of all students scoring proficient/distinguished from 32% to 37% as measured by the 2022-23 KSA.</p>					

Goal 2: State Assessment Results in Science, Social Studies, and Writing

Our current 2022 KSA combined indicator score for science, social studies, and writing is 55.6, with science at 47.8, social studies at 55.4, and writing at 63.7, respectively. As of the 2021-22 KSA, this means that our school's level is ranked as "Medium." Our five-year goal is to increase our combined science, social studies, and writing indicator score by a total of 13.4 points, from 55.6 to 65.0 as evidenced by the 2026-2027 school year KSA accountability data. Additionally, this will improve our current indicator score for science, social studies, and writing from "Medium" to "High."

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Science Decrease the percentage of all students scoring novice (27%) and apprentice (50%) in science by 10%, respectively, as measured by the 2022-23 KSA.</p>	<ul style="list-style-type: none"> ● KCWP #2 and #4: Collaboratively identify and implement essential learning standards, develop student-friendly learning targets, and common formative/summative assessments to ensure consistency, monitor learning, and inform instruction. 	<ul style="list-style-type: none"> ● Ensure that classroom instruction is supported by a curriculum that is congruent with the grade-level rigor of the standard. ● Student assessment utilizing common formative and summative assessments. ● Utilize grade-level content collaborative teams with fidelity to inform instructional practices, ensure student learning, and student content mastery. 	<ul style="list-style-type: none"> ● Student growth toward the goal of mastery of the grade-level content. ● Decrease in the number of students who score novice in reading on the Kentucky Summative Assessment. 	<ul style="list-style-type: none"> ● Student performance on STAR benchmark testing. ● Student performance on STAR progress monitoring in RtI. ● Student performance on the KSA. ● Monitoring of student learning as part of the grade-level content collaborative team meetings. ● School administration collaboration with grade-level content teams. 	<ul style="list-style-type: none"> ● District funding ● School funding
<p>Objective 2: Science Increase the percentage of students scoring proficient/distinguished from 22% to 27% as measured by the 2022-23 KSA.</p>					
<p>Objective 3: Social Studies Decrease the percentage of all students scoring novice from 36% to 26% as measured by the 2022-23 KSA.</p>					
<p>Objective 4: Social Studies Increase the percentage of all students scoring proficient/distinguished from 41% to 46% as measured by the 2022-23 KSA.</p>					

Goal 2: State Assessment Results in Science, Social Studies, and Writing (Continued)

Our current 2022 KSA combined indicator score for science, social studies, and writing is 55.6, with science at 47.8, social studies at 55.4, and writing at 63.7, respectively. As of the 2021-22 KSA, this means that our school's level is ranked as "Medium." Our five-year goal is to increase our combined science, social studies, and writing indicator score by a total of 13.4 points, from 55.6 to 65.0 as evidenced by the 2026-2027 school year KSA accountability data. Additionally, this will improve our current indicator score for science, social studies, and writing from "Medium" to "High."

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 5: Writing Decrease the percentage of all students scoring novice (14%) and apprentice (47%) by 10%, collectively, as measured by the 2022-23 KSA.</p>	<ul style="list-style-type: none"> Collaboratively identify and implement essential learning standards, develop student-friendly learning targets, and common formative/summative assessments to ensure consistency, monitor learning, and inform instruction. 	<ul style="list-style-type: none"> Ensure that classroom instruction is supported by a curriculum that is congruent with the grade-level rigor of the standard. Student assessment utilizing common formative and summative assessments. Utilize grade-level content collaborative teams with fidelity to inform instructional practices, ensure student learning, and student content mastery. 	<ul style="list-style-type: none"> Student growth toward the goal of mastery of the grade-level content. Decrease in the number of students who score novice in reading on the Kentucky Summative Assessment. 	<ul style="list-style-type: none"> Student performance on STAR benchmark testing. Student performance on STAR progress monitoring in RtI. Student performance on the KSA. Monitoring of student learning as part of the grade-level content collaborative team meetings. School administration collaboration with grade-level content teams. 	<ul style="list-style-type: none"> District funding School funding
<p>Objective 6: Writing Increase the percentage of all students scoring proficient/distinguished from 40% to 45% as measured by the 2022-23 KSA.</p>					

Goal 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 analyses 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: Decrease the percentage of students in the Disability with IEP subgroup scoring novice in reading from 55% to 40% as measured by the 2022-23 KSA.</p>	<ul style="list-style-type: none"> ● KCWP #2: Design and Delivery of Instruction ● KCPW #4: Review, Analyze, Apply Data Results 	<ul style="list-style-type: none"> ● Analysis of STAR benchmark monitoring. ● Inclusion of special education teachers as members of collaborative grade-level content teams (PLCs). ● Utilization of common formative assessments to monitor instructional impact and student mastery. 	<ul style="list-style-type: none"> ● Decrease in the number of students in this subgroup who score novice on the KSA. ● Student growth toward the goal of mastery of grade-level content. 	<ul style="list-style-type: none"> ● Student performance on STAR benchmark testing. ● Monitoring of student learning as part of grade-level content collaborative team meetings. ● School administration collaboration with grade-level content teams. 	<ul style="list-style-type: none"> ● District funding ● School funding
<p>Objective 2: Increase the percentage of students in the Disability with IEP subgroup scoring proficient/distinguished in reading from 11% to 21% as measured by the 2022-23 KSA.</p>					

Goal 4: English Learner Progress

Each student will improve in at least two domains (listening, speaking, reading, or writing) on the ACCESS test by at least one level by June 30, 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Students will improve in at least one domain on the ACCESS test by at least one-half of a level (0.5) by June 30, 2023.</p>	<ul style="list-style-type: none"> ● KCWP #2: Design and Delivery of Instruction ● KCPW #4: Review, Analyze, Apply Data Results 	<ul style="list-style-type: none"> ● Teachers will model answering oral questions in complete sentences in addition to correcting students' oral responses when appropriate. ● Teachers will use academic language during applicable conversations to model the given task. ● Teachers will model inflection and appropriate volume when speaking to the students, especially those in 6th grade. ● Teachers will encourage students to speak in a clear voice at an appropriate volume when asking/answering questions. ● Teachers will encourage students to read academic texts and to learn new academic vocabulary. ● Teachers will encourage students to utilize online and/or print resources. 	<ul style="list-style-type: none"> ● ACCESS 	<ul style="list-style-type: none"> ● June 30, 2023 	<ul style="list-style-type: none"> ● District funding ● School funding

Goal 5: Quality of School Climate and Safety

<p>According to our 2021-22 KSA data, our current Climate Index Score is 73.2 and our current Safety Index Score is 65.7. The combined average of these two index scores yields a combined indicator Quality of School Climate and Safety score of 69.5 (High). The goal is to increase this combined indicator to 75 as evidenced by the 2026-2027 KSA accountability data. This will result in our school achieving a “Very High” ranking for this index.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the Climate Index Score for all students from 73.2 to 75.0 as measured by the 2022-23 KSA.</p> <p>Objective 2: Increase the Safety Index Score for all students from 65.7 to 68.0 as measured by the 2022-23 KSA.</p>	<ul style="list-style-type: none"> ● SMMS will ensure opportunities for students to engage in Social Emotional Learning. ● SMMS will ensure opportunities for students’ positive character development through the intentional reference and use of the dispositions in the Marshall County Graduate Profile. 	<ul style="list-style-type: none"> ● All students will be part of an intentional, scheduled mentoring period during the school day. ● Teachers will regularly conference with the students in their mentor groups. ● Teachers will be provided with a vetted social-emotional curriculum to utilize throughout their mentoring period. 	<ul style="list-style-type: none"> ● Positive student feedback ● Student perception survey ● Reduction in office discipline referrals 	<ul style="list-style-type: none"> ● Monthly PBIS meetings ● Analysis of behavioral data ● Student participation rates for PBIS reward opportunities 	<ul style="list-style-type: none"> ● District funding ● School funding

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?</p> <p>Response: The SMMS leadership will work to establish a culture of interdependence amongst the school staff that centers on the truth that accountability for the success of all students is the responsibility and priority of each and every staff member. Leadership will model this action by providing the structural motivation to provide time and space during the school day for teachers to meet and collaborate in grade-level content PLCs. This will provide teachers with a framework to instill true lateral accountability with their colleague(s). Ultimately, the goal is to foster a true culture of continuous improvement within the school that is not based on staff compliance but instead upon the staff’s self-accountability and motivation.</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.</p> <p>Response: A review of resources determined that teachers and students did not have access to a system of intentional formative assessment that supplied data that could truly be used to inform the teacher regarding their instructional impact on their students. Additionally, teachers did not have access to a structure in which intentional and thoughtful collaboration that was laser-focused on student learning. The school’s staff were not formally trained in the Professional Learning Community (PLC) model.</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.</p> <p>Response: The school leadership and the special education teachers determined that true collaboration with regular education teachers does not regularly occur. This collaboration would benefit the Disability subgroup. Additionally, a special education teacher was added to each collaborative grade-level team for reading and math.</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: Student-level progress monitoring will be performed each month during special education meetings. Additionally, the inclusion of the special education teacher into each collaborative grade-level team in reading and math will be beneficial as the common formative assessments in both the special education collaborative classroom and the special education resource classroom are also analyzed. Lastly, the determination of grade-level content essential standards will be completed collaboratively with both general education and special education teachers.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision-making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI, and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” 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 the professional learning community (PLC) system and methodologies. Both general education core teachers and special education teachers have attended a 3-day on-site training presented by Solution Tree. Three cohorts from our school have attended the training.	<p>A Quantitative Study of Schools as Learning Organizations: An Examination of Professional Learning Communities, Teacher Self-Efficacy, and Collective Efficacy</p> <p>Anderson, Shonna G.; Olivier, Dianne F.</p> <p>Research Issues in Contemporary Education, v7 n1 p26-51 Fall-Win 2022</p> <p>Click here for the article.</p>	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>