

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: By 2025, Ninth Districts will increase

- Reading proficiency from 16% to 41.7% and
- Math proficiency from 8% to 30.4%

as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Ninth District will increase Reading Proficiency from 16% to 35.2% in 2023 as measured by KSA.</p> <p>Objective 2: Ninth District will increase Math Proficiency from 8% to 22.6% in 2023 as measured by KSA.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p><u>Practices:</u> Collaboration Teams will revise standards-based unit plans and formative assessments.</p> <p>IP#1 and IP#3, EBP, PDSA</p> <p>Provide teachers with on-going job-embedded professional learning around highly-effective and culturally responsive instructional strategies and assessment development.</p> <p>CDIP</p> <p>Leadership will collaboratively provide teachers with feedback on unit plans. (CDIP, PDSA)</p> <p><u>Processes:</u> Leadership team will refine and monitor the process for collaboration sessions.</p> <p>Refine and monitor the implementation of EDI for instructional planning through weekly unit plan analysis during collaboration sessions. (CDIP)</p>	<ul style="list-style-type: none"> - Completed Unit Plans for each content area in grade team - Collaboration Session Agenda/Notes - Unit plan feedback - Walkthrough data 	<p>Leadership team will:</p> <ul style="list-style-type: none"> - provide unit plan feedback - conduct instructional walkthroughs - attend collaboration sessions with grade level/content teams to review student work - provide coaching and job embedded professional learning as needed 	<p>Title 1 Funds</p> <p>District General Funds</p>

Goal 1: By 2025, Ninth Districts will increase

- Reading proficiency from 16% to 41.7% and
- Math proficiency from 8% to 30.4%

as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Revise the protocol and walkthrough tools for EDI to monitor the implementation and instructional delivery.			
		Provide on-going professional learning for collaboration teams			
		Monitor usage of Pearson/Savvas *Envision Math and *MyView ELA Curricular Resources to support instruction in K-5 and provide coaching and support as needed.			
		IP#1 and IP#3, EBP, PDSA Leadership will monitor unit plans to ensure students have frequent opportunities to read in all content areas with checks for comprehension and application of concepts.			
		(CDIP) Continue to implement the use of Interactive Content Notebooks.			
		(CDIP) Processes:			
	KCWP 4: Review, Analyze, and Apply Data				

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will regularly review assessment data to provide necessary instructional adjustments. IP#2 and 2-Day Next Steps (CDIP, PDSA)			

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

Goal 2: By 2025, Ninth Districts will increase

- Science proficiency from 10% to 30.9% and
- Social Studies proficiency from 7% to 31,8% and
- Writing proficiency from 2% to 38.6%

as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Ninth District will increase Science Proficiency from 10% to 23.3% in 2023 as measured by KSA.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p><u>Practices:</u> Collaboration Teams will revise standards-based unit plans and formative assessments.</p>	<ul style="list-style-type: none"> - Completed Unit Plans for each content area in grade team using SAVVAS resources - Collaboration Session Agenda/Notes - Unit plan feedback - Walkthrough data 	<p>Leadership team will:</p> <ul style="list-style-type: none"> - provide unit plan feedback - conduct instructional walkthroughs to ensure effective implementation of EDI cycle - attend collaboration sessions with grade level/content teams to promote discussion around instructional adjustments based on data - provide coaching and professional learning as needed 	<p>Title 1 Funds District General Funds</p>
<p>Objective 2: Ninth District will increase Social Studies Proficiency from 7% to 31.8% in 2023 as measured by KSA.</p>		<p>IP#1 and IP#3, EBP</p> <p>Provide teachers with on-going job-embedded professional learning.</p>			
<p>Objective 3: Ninth District will increase Writing Proficiency from 2% to 31.8% in 2023 as measured by KSA.</p>		<p><u>Processes:</u> Leadership team will refine and monitor the process for collaboration sessions</p>			
		<p>Refine and monitor the implementation of EDI for instructional planning through weekly unit plan analysis during calibration sessions</p>			
		<p>Revise the protocol and walkthrough tools for EDI to monitor the implementation and instructional delivery</p>			
		<p>Provide on-going professional learning for collaboration teams</p>			

Goal 2: By 2025, Ninth Districts will increase

- Science proficiency from 10% to 30.9% and
- Social Studies proficiency from 7% to 31,8% and
- Writing proficiency from 2% to 38.6%

as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Monitor usage of Pearson/Savvas *Elevate Science and *MyWorld Social Studies Curricular Resources to support instruction in K-5 and provide coaching and support as needed. IP#1 and IP#3, EBP, PDSA			
		Provide teachers with professional learning in writing strategies that will provide students with opportunities for daily writing throughout all core areas that is culturally responsive. (CDIP)			
		Leadership will monitor unit plans to ensure students have frequent opportunities to read in all content areas with checks for comprehension and application of concepts. (CDIP)			
		Continue to implement the use of Interactive Content Notebooks. (CDIP)			

Goal 2: By 2025, Ninth Districts will increase

- Science proficiency from 10% to 30.9% and
- Social Studies proficiency from 7% to 31,8% and
- Writing proficiency from 2% to 38.6%

as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, and Apply Data	<u>Processes:</u> Teachers will regularly review assessment data to provide necessary instructional adjustments. IP#2 and 2-Day Next Steps (PDSA)			

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 reading proficiency for all targeted groups (EL, SPED, AA, Hispanic) to 35.2%</p> <p>Objective 2 Increase math proficiency for all targeted groups (EL, SPED, AA, Hispanic) to 22.6%</p>	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p><u>Practices:</u> Continue to monitor and support Direct Instruction (DI)-Reading Mastery and Corrective Reading Interventions.</p> <p>IP#3 (CDIP)</p>	<ul style="list-style-type: none"> - Benchmark assessment data - STAR CBM and DI checks/progress monitoring data - Common Unit assessment data - Walkthrough data 	<ul style="list-style-type: none"> - Collaboration Session will take place for Unit Assessment Analysis Data at least 2 days after assessment is given. - RTI team meetings to assess success and plan next steps - Walkthroughs that are specific to RTI/WIN time 	<p>Title 1 funds</p> <p>District General Funds</p>
<p>Objective 3 Increase science proficiency for all targeted groups (EL, SPED, AA, Hispanic) to 23.3%</p>		<p>Continue to dedicate and protect time in the master schedule for Direct Instruction</p> <p>IP#3</p>	<p>Master Schedule with WIN Time included</p>		
<p>Objective 4 Increase social studies proficiency for all targeted groups (EL, SPED, AA, Hispanic) to 31.8%</p>		<p>Continue to provide ongoing professional learning and coaching for DI implementation.</p> <p>IP#3 (CDIP)</p>		<p>Leadership team... -provide job embedded professional learning</p>	
<p>Objective 5 Increase writing proficiency for all targeted groups (EL, SPED, AA, Hispanic) to 31.8%</p>	<p>Continue to progress monitor and move students according to decision rules during RTI meetings.</p> <p>IP#3</p>				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide special education teachers with professional learning around SDI IP#3 (PDSA)			
		Provide professional learning for regular education and special education teachers for SDI and co-teaching. IP#3 (PDSA)			
		<u>Processes:</u> Utilize the ESS DAYtime Waiver to support Reading Intervention. IP#3			
		Monitor and refine the system of intervention for Reading and Math. IP#3			
		Continue Student Support Team meetings to monitor student's progress and make changes accordingly (CDIP, PDSA)			

	READING		MATH	
	Current	2023	Current	2023

All Students	16%	35.2%	8%	22.6%
African American	14%	31.8%	*%	14%
Hispanic	17%	21.6%	*%	15.4%
EL	*%	12.7%	*%	9.1%
Economically Disadvantaged	17%	32.3%	*%	20.1%
Special Education (IEP)	*%	33.9%	*%	20.1%
White	17%	41.9%	11%	32.9%
Two or More Races				

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, Ninth District Elementary EL students will increase proficiency from 10% to 23% as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring EL proficiency from 10% to 14.5% by 2023 as measured by KSA.	KCWP 5: Design, Align, and Deliver Support	<u>Processes:</u> In Collaborative Sessions, teachers will regularly review disaggregated assessment data to provide necessary adjustments to instruction.	<ul style="list-style-type: none"> - STAR CBM and DI checks/progress monitoring data - Common Unit assessment data - ACCESS Data 	<ul style="list-style-type: none"> - Collaboration Session will take place for Unit Assessment Analysis Data at least 2 days after assessment is given. - RTI team meetings to assess success and plan next steps 	Title 1 Funds District General Funds
		IP #3 and 2-Day Next Steps			
	Professional Learning for teachers on supporting ELL students in the regular classroom.				
	IP#3				
		Continue to refine and implement MTSS Protocol schoolwide.			
		IP#3			
		Ensure teachers participate in SIOP training offered through the District			
		CDIP			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, Ninth District Elementary will increase the

- the Climate index from 65.1 to 95.1 and
- the Safety index from 59.8 to 89.8

as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding		
<p>Objective 1: Ninth District Elementary will increase the Climate index from 65.1 to 75,1 by 2023 as measured by KSA.</p>	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Continue to monitor, refine, and support CHAMPs implementation through Foundations Team</p> <p>PDSA</p>	<ul style="list-style-type: none"> - Coaching call logs - Positive Coaching Calls - PLP data - Behavior data - Student Support Team Minutes - Foundations Team meeting minutes - PBIS data - Walkthrough data - Project Prevent data - Impact data results 	<p>Student Support Team will analyze data and make next steps.</p>	<p>Title 1 Funds</p> <p>District General Funds</p>		
		<p>Continue to disaggregate and review behavioral data monthly</p> <p>CDIP</p>				<p>Walkthroughs and plans that are specific to CHAMPs, SEL (Second Step) implementation & monitoring.</p>	<p>Project Prevention Grant Funds</p>
		<p>Continue the implementation of New Teacher Induction and Mentoring System.</p> <p>(CDIP)</p>					
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Continue to use Second Step SEL curriculum</p>					
		<p>Provide teams of teachers with training to be able to initiate restorative circles</p>					
		<p>Continue refining the PBIS system to ensure implementation with fidelity using clasdojo and token economy to reinforce guidelines for success</p> <p>IP#2</p>					
		<p>Provide teachers with job embedded professional learning</p>					

Goal 5 (State your climate and safety goal.): By 2025, Ninth District Elementary will increase the

- the Climate index from 65.1 to 95.1 and
- the Safety index from 59.8 to 89.8

as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		around classroom management and de-escalation strategies			
Objective 2: Ninth District Elementary will increase the Safety index from 59.8 to 69.8 by 2023 as measured by KSA.		Continue implementing the universal screener for behavior Provide behavior coach with professional learning for PBIS (CDIP)			

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response: Kieli Ferguson-Principal; Karrie Irons-Bird-Assistant Principal; Rachel Jenkins-Instructional Coach; Alex McGaughey-Behavior Coach, Principal Advisory Committee-2 classroom teachers, 2 parents, 1 district staff representation, and 1 school administrator; and Instructional Leadership Team-3 Classroom Teachers. The teams play a vital role in the school wide decisions that are made.</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: The School’s Leadership Team and Principal Advisory Committee review the available resources with District staff on appropriate allocations prior at our monthly meeting. Decisions are made after reviewing current data in order to improve student academics and behaviors according to common and benchmark assessments. It was decided to hire a behavior coach to assist with classroom management and the fidelity of behavior plan implementation. The committees found it beneficial to allocate resources to allow teachers additional planning time to collaborate on unit plans for better instructional delivery.</p>

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
PLCs will develop standard based unit plans and formative assessments.	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	☒
Continue refining our PBIS system to ensure implementation with fidelity (clear, consistent, etc). Provide professional learning around trauma informed practices.	McCurdy, B. L., Mannella, M. C., & Eldridge, N. (2003). Positive Behavior Support in Urban Schools: Can We Prevent the Escalation of Antisocial Behavior? <i>Journal of Positive Behavior Interventions</i> , 5(3), 158	☒
Implement CHAMPS/Foundations with fidelity.	Ward, B., & Gersten, R. (2013). A Randomized Evaluation of the Safe and Civil Schools Model for Positive Behavioral Interventions and Supports at Elementary Schools in a Large Urban School District. <i>School Psychology Review</i> , 42(3), 317–333	☒
Monitor and support Direct Instruction (DI) for Reading Intervention (Reading Mastery, Corrective Reading, Orton-Gillingham) for K-5	Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	☒

<p>Monitor and refine the system of intervention for Reading and Math.</p>	<p>Park, S., Hironaka, S., Carter, P., & Nordstrum, L. (2013). Continuous Improvement in Education. <i>Carnegie Foundation for the Advancement of Teaching</i>. Retrieved from carnegie-foundation_continuous-improvement_2013.05 (002).pdf</p>	<p>☒</p>
<p>Monitor and support Direct Instruction (DI) for Reading Intervention (Reading Mastery, Corrective Reading, Orton-Gillingham) for K-5</p>	<p>Benner, Gregory J., Kinder, Diane, Beaudon, Kathleen M., & Stein, Marcy (2005) The Effects of the Corrective Reading Decoding Program on the Basic Reading Skills and Social Adjustment of Students With High Incidence Disabilities <i>Journal of Direct Instruction</i> 5 (1), 67-80</p>	<p>☒</p>
<p>Professional learning on supporting ELL students in the regular classroom.</p>	<p>Echevarria, J., Short, D., & Powers, K. (2006). School Reform and Standards-Based Education: A Model for English-Language Learners. <i>Journal of Educational Research</i>, 99(4), 195–211. https://doi-org.libsrv.wku.edu/10.3200/JOER.99.4.195-211</p>	<p>☒</p>