

## 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

<p><b>Goal:</b> Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.</p>					
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.): Our goal is to increase our overall proficiency in Reading and Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve our Math Proficiency on KSA by at least 6 percentile points. 29-35%	We will continue the implementation of Multi-Tiered System of Supports (MTSS) / Response to Intervention (RTI) and implement a strategic monitoring system.	Increase and monitor Tier 2 interventions taking place in the classroom.	Friday flashbacks, Walkthrough data	Data meetings	
		Provide appropriate services for students that need tier 3 interventions.	Data from RTI teacher on the skills that are being addressed	Weekly review of student data for RTI groups.	
	Utilization of high rigor material by implementing the Savvas Math program	Increase rigor in the classroom	District Unit Assessments	Assessment analysis	
		Provide PD on Savvas materials	Review of unit plans during each cycle of a unit	Weekly feedback on unit plans from school leadership	
Objective 2 Improve our Reading Proficiency by at least 7 percentile points. 43-50%	Provide targeted training to all staff members in Direct Instruction, including Reading Mastery and/or Decoding (Corrective Reading).	Provide a protected block of sixty minutes of Direct Instruction/Decoding for all students in grade K-5.	Student check-outs /binder checks/ student queries	RTI meetings every six weeks	
		Provide an extra 30 minutes of Direct Instruction for students in grades K-2.	Student check-outs /binder checks/ student queries	STAR CBM data	
	Utilization of high rigor material by implementing the Savvas ELA program	Increase rigor in the classroom	District Unit Assessments	Assessment analysis	
		Provide PD on Savvas materials	Review of unit plans during each cycle of a unit	Weekly feedback on unit plans from school leadership	

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

Goal 2 (State your science, social studies, and writing goal.): Our goal is to increase our proficiency in writing and science.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve our Writing proficiency on KSA by at least 5 percentile points. 63-70%	Update our current writing policy and implement a school-wide rigorous writing program.	Embed PD for all certified staff members through PLC work	PD participation	Monthly writing checks Finished pieces of students writing	None
		Create a committee that will present throughout the year on the writing plan.	Committee sign-in sheets, communication among committee members, committee presentations	Monthly Writing checks Teacher documentation in unit plans of student's writing	
	Implement district expectations/curriculum for writing.	Have students write in all subjects. For each standard, students should have a writing piece to complete.	Analysis of pieces	Monthly writing checks	
		Students practice writing extended responses or short answer within each unit.	PLC review student work and provide feedback to the students.	Check unit plans to ensure writing is being implemented in each subject.	
Objective 2 Improve our Science proficiency on KSA by at least 7 percentile points. 47-55%.	Implement district curriculum for Science.	Science taught throughout all grade levels	Unit plans, Flashbacks, assessments, daily instruction, walkthroughs and schedules	Assessment analysis, unit plans, walk-throughs	
		PLCs/schools monitor individual and grade-level progress on Priority Standards.	Summative and formative Assessments	Data Analysis Tool Universal Drive	
	4 <sup>th</sup> Grade Science only district PLC with the other science teachers in the district	Unit plans, daily instruction, flashbacks, daily assessments	Assessment Analysis	Assessment analysis, lesson plans, wal-through	
		Creation of common flashbacks, unit assessments	Summative and formative Assessments	Data Analysis Tool Universal Drive	

### 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 Have no sub groups more than 15 percent apart on KSA 2023.	Ensure all students have equitable access to a common curriculum, high quality instructional resources, and instruction which is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students and inclusive of cultural diversity.	Ensure that all teachers are following the district curriculum.	Teachers follow the curriculum map that the district has outlined.	Leadership continues to check unit plans including meeting with district leadership to get feedback.	
		Ensure that teachers are using rigorous materials for students in the classroom. Provide PD to all staff on rigorous materials that are used in the classroom.	Unit assessment and flashbacks data	Leadership walkthroughs, unit plans	
	Continue to offer professional learning for our staff in areas such as i.e. Cultural proficiency, implicit bias, trauma-informed care, social-emotional learning.	Provide opportunities for staff to attend PD trauma informed care and cultural proficiency.	Number of coaching calls and referrals to counseling.	SST data	
Objective 2 Continue the implementation of MTSS.	Continue to refine systems for our MTSS to follow	Schedule out times for the different parts of the MTSS teams can meet with staff	Monitoring intervention data for academics and behavior.	Star CBM, bench mark assessments	
		Ensure that that the MTSS teams are meeting regularly with staff	PLC meetings	Agendas and meeting minutes	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Continue to work system of referrals for MTSS to ensure students receive needed support.	Continue to develop flow charts to ensure students are moving through the MTSS system	Review of data from MTSS meeting	Agendas and meeting minutes	
		Continue the development of red-flagged criteria for students who need to be referred for services.	Review of data from MTSS meeting	Agendas and meeting minutes	

4: English Learner Progress

Goal 4 (State your English Learner goal.): <b>New Goal for 2022-23</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase ACCESS composite scores from 2.6 to 3 by January 2024.	Implement district wide curriculum.	Ensure that curriculum is taught to the standards that are outlined in the district curriculum.	Data analysis with demographic break down.	Data analysis with PLC teams, Walkthroughs provided by school leadership and district leadership	
		EL teachers provide best practice strategies for general education teachers	Walk through	Agenda or minutes from PLC meetings. Unit plans documenting strategies.	
		Embed PD for staff throughout the year during PLC meetings	Walkthroughs and unit plans	Agenda or minutes from PLC meeting	

Goal 4 (State your English Learner goal.): <b>New Goal for 2022-23</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Provide PD to staff on best practice and high rigor for EL students	Provide materials for staff to use to implement high rigorous strategies.	Access testing, unit assessments	Outline of training, agenda	



5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): <b>New Goal for 2022-23</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase school culture for students so they feel more encouraged to do their best.</p> <p>From:68.7% to 80%</p> <p>“My school is a place where students feel encouraged.”</p>	Data collection from MTSS	<p>Implement a reward system for students that so they feel encouraged to do their best.</p> <p>Reward students who are able to score distinguished on flashbacks and unit assessments.</p>	Classroom score sheets in MC.	End of unit assessments	
		<p>Provide time each month for grade levels to reward students for work completion and good behavior</p>	Students who are in attendance for the reward system	Class list of students who participated in grade level activities	
	Targeted areas to address through MTSS data	<p>Small groups for students to address work habits and social skills</p>	Students attending small groups	Agenda and program used for small groups	
		<p>Develop system to set classroom goals and individual goals</p>	Goals, and culture change	Goal sheets completed by teachers.	
<p>Objective 2</p> <p>By May 2023,the percentage of students who agree with the statement, “Students being mean or hurtful to other students is NOT a problem for this school.” will increase from 34.9% to 50%.</p>	MTSS system to address issues.	<p>Commitment to continue the implementation of PBIS and with our SWIM team.</p>	Implementation of SEL services to our students and staff.	SWIM data and classroom walkthroughs.	
		<p>Implement a Trauma team and educate all staff on trauma informed care</p>	PD on trauma informed care	SST and SWIM	
	Collection of data	<p>Develop survey for students to take throughout the year.</p>	Data from survey	Review of the data from survey	
		<p>Continue with red flag criteria for our SST team.</p>	Data from SST team	SST team meetings	

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 “[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 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>
<p><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</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>

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