

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

- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

- The required goals for **high schools** include the following:

- State Assessment Results in reading and mathematics

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Priorities include novice reduction for our student with special needs and economically disadvantaged student across all subjects.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

As a building we will focus on providing our staff members with monthly professional learning opportunities on qualify engagement strategies including formative assessment and engagement strategies, collaborative learning and explicit instruction. These will be coupled with monthly PLC meetings to discuss data from classroom walks and observations related to engagement strategies. As a building we will focus on novice reduction and moving our bubble students between each indicator level. We will utilize data from formative assessments, MAP assessment and Intervention data to drive our instruction. We will provide materials and resources for parents to work with their students who are struggling with reading to increase engagement a home.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Blue	Sig Increase
State Assessment Results in science, social studies and writing	Green	Increase
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Green	Increase
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take 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.): Goal 1 (State your reading and math goal.): By May 2025, Reiley Elementary students will reach a performance level of 72.3 in reading and 74.4 in math on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Design and Deploy Standards: Reiley will continually assess, review and revise school curricula to support the assurance that all student have the knowledge, skills and dispositions for future success.	Implemented monitoring systems have been established to guarantee that the curriculum is delivered with a high degree of accuracy.	Walkthroughs and observations will be employed to verify that best practices are being implemented and taught consistently in accordance with the standards across different grade levels.	Enhancement of student proficiency is attributed to increased engagement within the classroom.	Reiley walkthrough data analysis and feedback	District Funding
		PLC efforts will concentrate on: Response to Intervention Quality Instruction Indicators (engagement and rigor) Formative assessments, MAP data, and the Formative Learning Cycle	Systematic incorporation of standards with compelling instructional strategies is maintained at every grade level.	PLC feedback and formative evaluations	District Funding
	The standards alignment process is meticulously managed, encompassing the introduction, development, and mastery of standards.	Ensure curriculum mapping takes place to identify instructional gaps and address flexible grouping needs by conducting thorough analyses through PLC collaboration.	Identify gaps based on assessments and Improved proficiency. PLC analysis work will reflect alignment and increased rigor.	PLC feedback and evaluation sheets	District Funding
		Professional development for teachers aimed at improving student engagement guided by the curriculum and implementing rigorous lessons.	Improved proficiency walkthrough data.	PLC feedback and evaluation sheets	District Funding

Goal 1 (State your reading and math goal.): Goal 1 (State your reading and math goal.): By May 2025, Reiley Elementary students will reach a performance level of 72.3 in reading and 74.4 in math on the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Reiley will focus on quality instruction and rigor and assessment practices.	Utilize and oversee instructional data from Grade cam and MAP to inform and guide instructional decisions.	Educators will utilize My View and Everyday Math instruction, in addition to supplemental materials, for planning and delivering rigorous instruction.	All unit tests for each content area will be given in Grade cam	MAP tests	District Funding
			In PLCs identify “bubble” students to target for small group instruction to increase proficiency.	PLC data collection	District Funding
			Utilize community volunteers to work with target students to increase reading proficiency.	RAMP volunteers Monitoring student MAP assessment data	N/A

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

Goal 2 (State your science, social studies, and writing goal.): By May 2025, Reiley Elementary students will reach a performance level of 59.6 in science, 79.9 in social studies, and 70.5 in writing on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: All teachers will implement intentional and high-quality instructional programs to meet the needs of their students.	School administration will ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	All teachers will utilize the Formative Learning Cycle and explicit instruction to ensure the highest rigor and engagement possible.	Assessment scores: KSA, MAP, Common Assessment	Walkthrough Data Common Assessment	District Funding
	District and school professional learning opportunities engaging in data analysis for student improvement, as well as development of instructional strategies. District level model videos to be shared with staff for reflection and improvement.	All teacher will participate in monthly professional development sessions on meaningful engagement strategies. All teachers will participate in weekly PLCs to analyze data.	Assessment scores: KSA, MAP, Common Assessment	Walkthrough Data PLC participation Faculty meeting participation	District Funding
Objective 2 Teachers at Reiley Elementary will implement an instructional program that incorporates evidence-based strategies, ensuring students acquire the skills mandated by the KSA standards."	All teachers will provide students with the ability to demonstrate writing across subject areas.	As a PLC, we will review data from walk through data, common assessment data, language usage scores MAP scores to develop appropriate opportunities to write to demonstrate understanding of content	Assessment scores: KSA, MAP, Common Assessment	Walkthrough data	District Funding
		Grade level PLC’s will plan vertically with the help of instructional coaches to ensure appropriate lessons are developed to	Assessment scores: KSA, MAP, Common Assessment	Walk through data	District Funding

Goal 2 (State your science, social studies, and writing goal.): By May 2025, Reiley Elementary students will reach a performance level of 59.6 in science, 79.9 in social studies, and 70.5 in writing on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		incorporate writing within individual classrooms.			

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 Ensure purposeful and exemplary nature of the instructional program. This entails overseeing the implementation of evidence-based curricula by teachers, incorporating strategies for both academic and behavioral instruction. Furthermore, the goal is to empower teachers to actively discern and address individual student learning preferences.	Teachers at Reiley will apply evidence-based curricula that encompass both academic and behavioral instructional strategies. They actively seek to identify the most effective ways individual students learn.	Ongoing professional development surrounding quality instruction and best practice that will offer students a high yield of success. All certified staff will continue to receive ongoing professional learning in the areas of meaningful engagement and explicit instruction	High yield engagement strategies will be implemented in all classrooms which will increase student proficiencies.	Walkthrough Data	District Funding
	Continued work with Reiley's multi-tiered system to address and fulfill behavioral and academic needs identified within the facility.	Meeting within RTI PLC's and SST PLC's to identify students needing assistance and planning next steps for their success across the building.	Student progress monitoring will be monitored and benchmarked weekly.	Individual student data	District Funding
Objective 2 Reiley Elementary school will organize systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students	Within PLC's Reiley Elementary will collaborate with our FRC to identify and analyze data for our students who are economically disadvantaged to ensure appropriate interventions to ensure appropriate growth throughout the school year.	Meeting within PLC to identify students of concern and review academic assessment data to determine appropriate interventions to promote academic growth across all academic areas.	Student MAP Assessment Data Formative Assessment Data KSA Data	Individual student data Rithim scores	District Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	School administration will collaborate with FRC to identify students who are economically disadvantaged students and ensure that barriers to instruction are removed to provide appropriate access to the general education curriculum.	Collaborating with FRC and SST teams to identify students needing assistance to attempt to intervene to provide students and their families with a learning environment that is conducive to learning.	Resiliency Polls	FRC Advisory Committee Minutes SST Meetings Rithim scores	
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the 2025 school year, Reiley Elementary School will reach a performance level of 90 on the Quality of School Climate and Safety index.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Staff will be provided with comprehensive training for delivery of the Second Step program, which emphasizes decision making and fosters positive behaviors among students. Emphasize the incorporation of formative assessment practices to provide students with a clear understanding of their learning trajectory, current status, and actionable steps to bridge any gaps. Top of Form	Completion of Second Steps program within each classroom.	KSA Data	Rithim Data Data from school counselor	District Funding
	At Reiley, students will be given the chance to engage in a school-sponsored event held during regular school hours. This initiative aims to create a positive school experience beyond the classroom setting, fostering a sense of community and student well-being	Student participation in monthly club day activities surrounding KDE career clusters.	KSA Scores	Rithim Data Data from Career Cluster Clubs	Grant Funding
Objective 2					

Goal 5 (State your climate and safety goal.): By the 2025 school year, Reiley Elementary School will reach a performance level of 90 on the Quality of School Climate and Safety index.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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.): Reiley Elementary will increase family engagement					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Reiley will convene a reading committee specifically to support students qualifying for reading intervention under the Kentucky Read to Succeed Act to ensure identified students are making adequate progress.	Providing family reading engagement nights to provide parents with opportunities to support their students with evidence-based practices in the home environment	KSA Scores	MAP assessment data Family Sign in sheets	Title I ESS
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

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:

Complete the table on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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:

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:</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:</p>

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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.

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