

## 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

### 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.

Although ECC has several concerns that need to be addressed, our priority is reading achievement for students. Our goal is that 85% of our students will be able to read at a Level C when they leave kindergarten and enter first grade. This goal will be measured through MAPS and Reading Fluency assessments throughout the school year. Our goal is that 60% of our students will be at benchmark as measured by the NWEA assessments. This number is currently at 47%. Additionally, teachers will be assessing students through Content Mastery Assessments (CMAs). It will also be measured through RTI data and PDSA data reports.

Another priority is math. Our goal is that 70% of our students will have mastered math standards by the time they enter first grade. Like reading, this goal will be measured using MAPS assessments throughout the school year. This number is currently at 57%. Once again, like reading, teachers will also be assessing students through CMAs. Data analysis occurs during PDSA meetings.

Another area of priority is that only 38% of our students are coming as kindergarten ready according to Brigance data. Although the percentage has increased from 29% last year, we still need to work on identifying the root causes of this issue. We already know that more students are not attending preschool prior to starting kindergarten, which is evident in the drop in enrollment in the preschool program.

Another area of concern is our attendance rate. We have seen a drop in student attendance for this school year. As with kindergarten readiness, we need to find the root cause of the poor attendance and address that need.

### 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.

During the 2023-24 school year, ECC will focus on KCWP 2: Design and Deliver Instruction, KCWP 3: Design and Deliver Assessment Literacy and KCWP 6: Establishing Learning Culture and Environment. Clinton County has placed emphasis on standard alignment and deconstruction of those standards so that teachers are very familiar with

their content. While work has been done on all of the processes, these three processes are where ECC needs to focus their efforts for academic achievement. With the extensive work on standards, refinement needs to take place in the design and delivery of high quality, rigorous instruction and assessments so that complete alignment has occurred for all students.

In the spring, Clinton County's CDIP and ECC's CSIP were audited. The findings of the audit showed that as a district, we put too much in our plan instead of being very focused and intentional. With that being said, Jenny Donnelly and Juett Wells from Continuous Improvement with KDE has been working with the CDIP and CSIP teams on the improvement plan process. We have met with them on September 6th, October 30th, and we will meet with them again on November 20th.

### Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	41.9 Low	0.3 Increase
State Assessment Results in science, social studies and writing	49.5 Low	-6.3 Declined
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	74.1 Medium	-2.2 Declined
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 <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 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.): By spring of 2026, ECC will increase the percentage of students meeting benchmark on MAP in reading from 30.47% to 60% and in math from 56.25% to 80% as measured by NWEA results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By spring of 2024, ECC will increase the percentage of kindergarten students meeting benchmark in MAP reading from 30.47% to 50% and in MAP math from 56.25% to 65% as measured by NWEA results, including MAP and reading fluency screener.</p>	<p>Implement a system to design and deliver instruction in order to ensure that all students have equitable access to meaningful learning experiences. (KCWP 2)</p>	<p>Green River Regional Education Cooperative (GRREC) will provide training on various grade-level instructional strategies for math and reading throughout the school year from the book: Tools for Promoting Active, In-Depth Learning (TPAIL).</p>	<ul style="list-style-type: none"> <li>Teachers are incorporating more instructional strategies from the TPAIL.</li> </ul>	<p>lesson plans - reviewed weekly</p>	<p>No funding required</p>
		<p>ECC teachers will design lesson using the University of Florida Literacy Institute (UFLI) phonics program</p>	<ul style="list-style-type: none"> <li>Teachers are incorporating more instructional strategies from the UFLI program.</li> </ul>	<p>deconstruction tool/lesson plans - reviewed weekly</p>	<p>No funding required</p>
		<p>ECC teachers and parents will develop and implement reading plans for students scoring at or below the 40<sup>th</sup> percentile based on NWEA Map Growth diagnostic and NWEA Reading Fluency screener. NWEA is given in the Fall, Winter, and Spring and with each assessment, reading plans will be updated as well as adding additional students as needed.</p>	<ul style="list-style-type: none"> <li>MTSS data will show student growth in reading.</li> </ul>	<p>Data analysis during PLC meetings - reviewed weekly</p>	<p>No funding required</p>
		<p>ECC teachers will implement the Fast Start: Getting Ready to Read curriculum that is a research-based home literacy program for parents to have as a tool to help their child at home.</p>	<ul style="list-style-type: none"> <li>Greater parent involvement in the learning process through the use of the literacy curriculum.</li> </ul>	<p>Parent involvement tools and handouts from the curriculum - reviewed monthly</p>	<p>No funding required (Funded by District)</p>

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

Goal 2 (State your science, social studies, and writing goal.): By spring of 2026, ECC will increase the percentage of students scoring proficient or distinguished in writing from 45% to 65%, as measured by the Content Mastery Assessments (CMA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By spring 2024, ECC will increase the percentage of students scoring proficient or distinguished in writing from 45% to 50% as measured by the teacher designed Content Mastery Assessments (CMAs).</p>	<p>Implement a system to design and deliver instruction in order to ensure that all students have equitable access to meaningful learning experiences. (KCWP 2)</p>	<p>ECC teachers will continue to work on lesson plans that exhibit rigorous learning intentions aligned to the writing standards and high expectations within the success criteria and assessments with exemplar models as a guide to those high expectations.</p> <p>ECC teachers will also develop a writing portfolio program with all kindergarten students. This portfolio will be passed on to the first-grade teachers.</p>	<ul style="list-style-type: none"> <li>● Lesson plans to exhibit the writing standards.</li> <li>● Writing exemplar posters displayed in the classrooms.</li> <li>● Increased student writing performance on writing prompts evident through writing portfolios.</li> <li>● Administrative walkthrough data that presents that writing is taking place in the classroom.</li> </ul>	<p>School leadership check of deconstruction tool - reviewed weekly.</p> <p>Walkthrough data - reviewed monthly</p>	<p>No funding required</p>

### 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 By spring of 2024, ECC will increase the percentage of kindergarten students with disabilities meeting benchmark in MAP reading from 33.33% to 43% and in MAP math from 44.44% to 54% as measured by NWEA results.</p>	<p>Deploy and monitor a balanced assessment system in order to ensure that assessments are aligned to standards, assessment data is valid, and teachers are assessment literate. (KCWP 3)</p>	<p>ECC teachers will develop and administer Content Mastery Assessments (CMA's) at the end of each grading period to ensure that mastery of standards is being met using the Edulastic program for testing.</p>	<ul style="list-style-type: none"> <li>Increased student achievement on CMA</li> </ul>	<p>CMA data analysis - reviewed quarterly</p>	<p>No funding required</p>



#### 4: English Learner Progress

Goal 4 (State your English Learner goal.): By the spring of 2026, ECC's EL students will progress by 3 levels as measured by ACCESS testing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2024, ECC will increase the number of EL students who achieve a composite score of 5.0 on the ACCESS assessment by 20%.</p>	<p>Implement a system to design and deliver instruction in order to ensure that all students have equitable access to meaningful learning experiences. (KCWP 2)</p>	<p>District leadership will provide Rosetta Stone and other supplemental materials to support EL learners at each school. Counselors will work with school staff to monitor progress of EL students using Personalized Service Plans in IC.</p>	<ul style="list-style-type: none"> <li>● Increase in student performance measured by ACCESS data.</li> <li>● Growth toward goals on the student service plan for EL students.</li> </ul>	<p>ACCESS data - reviewed annually PSP goals - reviewed quarterly</p>	<p>No funding required (Funded by District)</p>

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By spring of 2029, ECC will increase the climate index from 76.4% to 86.4% and the safety index score from 69.5 to 79.5, as measured by the School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By spring of 2024, ECC will increase the climate index score from 76.4 to 78.4 and the safety index score from 69.5 to 71.5, as measured by the School Climate and Safety Survey.</p>	<p>Improve learning environment and culture in order to foster an equitable environment that supports the development of self-directed learners. (KCWP 6)</p>	<p>ECC principal and faculty will continue the implementation and refinement of the PLC protocol: Plan, Do, Study, Act (PDSA) to analyze student data weekly. Data will be in the form of data boards, teacher made assessments/checklist, CMA's, and NWEA results. Protocol documents are on google drive for progress monitoring of mastery of standards.</p>	<ul style="list-style-type: none"> <li>PDSA document on google drive</li> </ul>	<p>PLC documents and protocol - reviewed weekly</p>	<p>No funding required</p>

**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					

## **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:

<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><b>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.</b></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 (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:

<b>Turnaround Team:</b>
<b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. <b>Response:</b>

### CSI Evidence-based Practices

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