

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.

Our percentage of students scoring proficient in reading is 26% and in math is 21% as measured by state assessments. Our percentage of students scoring proficient in science is 19%. Our students with disabilities scored in reading 16% and 15% in math.

Our committee determined that our priorities were to increase math and reading proficiency in 3rd and 4th grade by 5% for the 2023-2024 school year. We also would like to increase proficiency in 4th-grade science by 5% for the 2023-2024 school year. The committee would also like to increase the proficiency in reading and math for the Special Education gap group by 5%

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.

KCWP 1: Design and Deploy Standards, KCWP 3: Design and Deliver Assessment Literacy, KCWP 4: Review, Analyze and Apply Data

- Deconstruction Tool- We use this to deconstruct standards, place activities, assessments and make reflection on lessons. We began this at the beginning of the year and will continue to work on monitoring the tool and having discussions about the tool in PLC's. (KCWP 3)
- EWALK- Walk through tool that use that includes the aspect of is the learning intention(standard) posted, is it linked to the activity and can the students communicate the learning intention, (we still need to improve on making sure students are aware of success criteria and not just learning intention). We have just implemented this instrument and will continue to utilize it and have discussions with teachers during PLC. (KCWP 1)
- Assessment Protocol: We have just implemented a new protocol where teachers turn in assessments before they give it to the students, the admin team then meets to discuss the quality and variety of assessment types and question types within the assessment. The admin team then discusses within PLCs.(KCWP 3)
- PLC Protocol: We just restructured our PLC Protocols as a district and began implementation this school year, we will continue to monitor our protocol to ensure meaningful conversations are had around reviewing, analyzing, and applying data. Teachers also use an assessment slide to place their data from assessments for discussion. (KCWP 4)

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 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: By spring 2026, Albany Elementary School will increase the percentage of students scoring proficient in reading from 26% to 41% and in math from 22% to 37%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring 2024, Albany Elementary School will increase the percentage of students scoring proficient in reading from 26% to 31% and in math from 22% to 25%, as measured by state assessments.	Implement and refine a system for deploying standards to ensure that curriculum documents are congruent with Kentucky Academic Standards. (KCWP #1)	The district implemented a new tool(Deconstruction Tool) for teachers to use to deconstruct standards, place activities, assessments and make reflections on lessons. We began this at the beginning of the year and will continue to work on monitoring the tool and having discussions about the tool in PLCs. To ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted curriculum for reading and math for all grade levels.	Increase usage of Deconstruction tool with activities, assessments, and reflections that are congruent to correct Kentucky Academic Standards.	School Administration will monitor deconstruction tools frequently to ensure congruency with Standards.	No funding needed
		The district implemented a new walk-through tool(EWALK) that we use that includes the aspect of is the learning intention(standard) posted, whether it is linked to the activity and can the students communicate the learning intention, (we still need to improve on making sure students are aware of success criteria and not just learning intention). We have just implemented this instrument and will continue to utilize it and have discussions with teachers during PLC.	A Higher Percentage on the Ewalk tool in the category of learning intention.	School leaders will conduct walkthroughs to monitor learning intentions. eWalk data will be reviewed at monthly Leadership / Principal and CIA meetings.	EWALK Tool- District Funded

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

Goal 2: By spring of 2026, Albany Elementary school will increase the percentage of students scoring proficient or distinguished in science to 34%. Social Studies and Writing are not tested in our 1-4 building.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By spring of 2024, Albany Elementary school will increase the percentage of students scoring proficient or distinguished in science 24%.</p>	<p>Implement and refine a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision-making. (KCWP #3)</p>	<p>Our school incorporated a new assessment protocol where teachers turn in assessments before they give it to the students, the admin team then meets to discuss the quality and variety of assessment types and question types within the assessment. The admin team then discusses within PLCs.</p>	<p>Assessments that contain a variety of assessment types and question types.</p> <p>Increased student performance on formative and summative assessments.</p>	<p>School leaders will check assessments weekly to ensure the quality and variety of assessments.</p> <p>Weekly PLC protocol to monitor implementation of assessments.</p>	<p>No funding needed</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, Albany Elementary School will increase the percentage of Students with Disabilities scoring proficient or distinguished in reading from 16% to 23% and in math from 11% to 30% as measured by state assessments.</p>	<p>Implement and refine a system for reviewing, analyzing, and applying data results to ensure we elicit, interpret, and act on meaningful evidence of student learning. (KCWP #4)</p>	<p>Our school implemented a new assessment protocol where teachers turn in assessments before they give it to the students, the admin team then meets to discuss the quality (rigor) and if they are aligned to standards. The admin team then discusses within PLCs.</p> <p>Our district/school has restructured our PLC Protocols and began implementation this school year, we will continue to monitor our protocol to ensure meaningful conversations are had around reviewing, analyzing, and applying data. Teachers also use an assessment slide (data from Edulastic or other assessments) to place their data from assessments for discussion.</p>	<p>Assessments that contain rigorous questions that are aligned to appropriate KY Standards</p> <p>Increase the usage of reteaching strategies for assessment data for Tier 2 and 3.</p> <p>Increase the usage of Edulastic for assessment data reports</p>	<p>School leaders will check assessments weekly to ensure the rigor of assessments as well as alignment with standards.</p> <p>Weekly PLC protocol to monitor implementation of assessments.</p> <p>Edulastic reports will be used to help guide PLCs when viewing assessment data on a weekly basis.</p> <p>GRREC strategies training from September 2023 to March 2024.</p>	<p>No funding needed</p>

4: English Learner Progress

Goal 4: By the spring of 2026, all EL students at Albany Elementary School not reaching English Language Proficiency will progress by at least 1.5 levels as measured by ACCESS testing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the spring of 2024, Albany Elementary students not reaching English Language Proficiency will increase their ACCESS test by .5 levels.</p>	<p>Implement and refine a system for reviewing, analyzing, and applying data results to ensure we elicit, interpret, and act on meaningful evidence of student learning. (KCWP #4)</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>	<p>Increased EL student performance on formative and summative assessments.</p>	<p>School administration will review the Program of Service Plan in IC and ACCESS test results yearly.</p>	<p>District Fund</p>

5: Quality of School Climate and Safety

Goal 5: By spring of 2026, Albany Elementary School will increase the climate index score from 76.4 to 87 and the safety index score from 69.5 to 80, as measured by the School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2024, Albany Elementary School will increase the climate index score from 76.4 to 80 and the safety index score from 69.5 to 73, as measured by the School Climate and Safety Survey.</p>	<p>Review, analyze, and apply data results in order to improve classroom learning environments and empower learners. (KCWP #4)</p>	<p>Our district/school has restructured our PLC Protocols and began implementation this school year. We will continue to monitor our protocol to ensure meaningful conversations are had around reviewing, analyzing, and applying individual student data. Teachers will discuss and develop a goal setting templates that will allow students to take ownership in their own learning.</p>	<p>Consistent use of goal setting templates.</p>	<p>School leaders will conduct walkthroughs to monitor goal setting progress.</p>	<p>No funding needed EWALK tool-District funded</p>
	<p>Support and improve the learning environment and culture for all students within Clinton County by providing access to teaching and learning opportunities at high levels. (KCWP 1)</p>	<p>District and school leadership will establish and communicate learning and behavior expectations to support all students through a variety of programs at the schools. (i.e., SEL Coordinator, Behavior Liaison, PBIS coaches, mental health coaches, counselors, etc.).</p>	<p>Increase the support for students' social, emotional, and behavioral learning. Decrease the number of behavior referrals.</p>	<p>Administration teams will review behavior and PBIS reports monthly.</p>	<p>General Fund</p>

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

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:

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>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:</p>
<p>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.</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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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.

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>