

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.

3rd Grade: Reading and Math to increase by 10%

4th Grade: Reading increase by 5%

Climate and Culture Survey: Growth 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.

MTSS Process to address issues students face with tier I Instruction and developing effective tier II and III strategies. STAR Assessment to help determine student needs and gap areas for focus. House System to help growth with our climate and culture survey results.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	High	Increased
State Assessment Results in science, social studies and writing	Very High	Increased Significantly
English Learner Progress		
Quality of School Climate and Safety	High	Increased
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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
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	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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
objectives for each goal.					

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): 3 rd Grade will see 10% growth in reading and math; 4 th Grade will see 5% growth in reading					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 3 rd Grade growth levels will reach 10% in math and reading	PLC Data Discussions	Strategy Sharing	Improvement of bottom 3 students in each class on a rotating basis using benchmark and classroom data	Weekly PLC meetings with principal to discuss student issues. Monthly MTSS committee meetings for strategy sharing and discussion of current MTSS student needs. UPDATE:	School Funds
		ID of struggling students			
	MTSS for struggling students	Strategy Sharing	Improvement of top 3 students in each class on a rotating basis using benchmark and classroom data		
		ID of struggling students			
	Enrichment Activities for progressing students	Small Group Pull out	Improvement of top 3 students in each class on a rotating basis using benchmark and classroom data		
		Strategy sharing in PLC’s			
Objective 2 4 th Grade growth levels will reach 5% in reading.	PLC Data Discussions	Strategy Sharing	Improvement of bottom 3 students in each class on a rotating basis using benchmark and classroom data	Weekly PLC meetings with principal to discuss student issues. Monthly MTSS committee meetings for strategy sharing and discussion of current MTSS student needs. UPDATE:	
		ID of struggling students			
	MTSS for struggling students	Strategy Sharing	Improvement of top 3 students in each class on a rotating basis using benchmark and classroom data		
		ID of struggling students			
	Enrichment Activities for progressing students	Small Group Pull out	Improvement of top 3 students in each class on a rotating basis using benchmark and classroom data		
		Strategy sharing in PLC’s			

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

Goal 2 (State your science, social studies, and writing goal.): Increase 2% in Science, Social Studies, and Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Science and Social Studies growth of 2%	PLC Discussions	Strategy Sharing	Improvement of benchmark testing results up to and above 10 % growth.	Weekly PLC meetings with principal to discuss student issues. Monthly MTSS committee meetings for strategy sharing and discussion of current MTSS student needs.	School Funds
		ID of struggling students			
	Science Notebooks & Mystery Science, Social Studies Workbooks	Strategy Sharing			
		ID of struggling students			
	MTSS	Strategy Sharing			
		ID of struggling students			
Objective 2 Writing growth of 2%	PLC Discussions	Strategy Sharing	Progress on writing performance as evidenced by grade level performance results up to and above 20% growth.	Weekly PLC meetings with principal to discuss student issues. Monthly MTSS committee meetings for strategy sharing and discussion of current MTSS student needs.	
		ID of struggling students			
	School wide Writing Program	Strategy Sharing			
		ID of struggling students			
	MTSS	Strategy Sharing			
		ID of struggling students			

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 Increase Status for Low SES students in Science, Social Studies, and Writing	PLC Discussions	Strategy Sharing	Improvement of at least 10% in classes on assessments given in class and for benchmark purposes.	Weekly PLC meetings with principal to discuss student issues. Monthly MTSS committee meetings for strategy sharing and discussion of current MTSS student needs.	School Funds
		ID of struggling students			
	Effective Tier I instruction to address student learning	Strategy Sharing			
		Monthly staff learning meetings			
	MTSS process for struggling students	Strategy Sharing			
ID of struggling students					
Objective 2 Increase Status for Low SES Students in Math and Reading.	PLC Discussions	Strategy Sharing	Improvement of at least 10% in classes on assessments given in class and for benchmark purposes.	Weekly PLC meetings with principal to discuss student issues. Monthly MTSS committee meetings for strategy sharing and discussion of current MTSS student needs.	
		ID of struggling students			
	Effective Tier I instruction to address student learning	Strategy Sharing			
		Monthly staff learning meetings			
	MTSS process for struggling students	Strategy Sharing			
ID of struggling students					
Objective 3 Increase Status for Low SES Population for climate and culture through use of House System	Weekly House Meetings including addressing SEL needs	Weekly Check-in	Improvement of at least 10% in classes on assessments given in class and for benchmark purposes.	Weekly PLC meetings with principal to discuss student issues. Monthly MTSS committee meetings for strategy sharing and discussion of current MTSS student needs.	
		ID of struggling students			
	Effective Tier I & II interventions to meet SEL needs of students.	Strategy Sharing			
		Use of Calming Corner in class			
	Weekly house meetings to check in	Strategy Sharing			
ID of struggling students					

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 ESL students will show growth at or above 5% in reading and math yearly.	School will seek ways to bridge student culture with school and classroom cultures.	Teachers will utilize PSP's to assist with growth and goals. Teachers will communicate in PLC's to share instructional needs of ESL students.	Increased proficiency on assessments and performance in classroom as identified by teachers.	Monitoring by classroom teacher, periodic STAR testing to gauge growth and student needs.	School Funds
Objective 2 ELS students will show growth on assessments of at least 5% yearly	Determine best practice strategies that will meet the needs of our ESL students. Utilize appropriate communication and interventions are in place.	Teachers will utilize professional learning monthly meetings and PLC's to learn best strategies for student learning.		Progress Monitoring meetings with district ELL coordinator	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): 5% Growth on Quality of School Climate and Safety Survey.							
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding		
Objective 1 House Program continue to build and improve climate and culture thought school at all levels	Weekly meetings of each house including all students and staff to build common expectations and share goals and values.	House chants, symbols, and challenges will be utilized to grow house cultures.	Increase percentage scores of 5% or more on Quality of School Climate and Safety Survey.	Monitoring completed by classroom instructors, school counselor and school principal through continued growth of house program. Utilization of results from Quality of School Climate and Safety Survey.	School Funds		
	Daily student body check in, positive behavior interventions utilizing house system	Use of house system to support behavior expectations displayed throughout the school	Fewer behavior referrals as reported by principal.				
Objective 2 Use of calming corners and counseling program to address student needs.	Teachers will utilize calming spaces daily as needed for students	Teachers discuss use of calming spaces and allow for use daily.					
	Counselor will address focus needs as identified on Quality of School Climate Survey with all students.	Activities for counseling classes will be developed to address student identified needs.					

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					