# 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.

Weaknesses: 38% of students scored P or D in reading. 35% scored P or D in math. 35% of students scored A in reading and in math.
We must increase our percentages of students scoring P or D in math and reading.

### 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.

--Regularly scheduled PLCs where student data is reviewed, adjustments to instruction or interventions are made, and progress of all students is monitored to ensure high levels of achievement.
--Lesson plans will document best teaching practices and highly effective techniques and strategies.
--Master Schedule for this year has a dedicated reading and math block as well as a scheduled intervention block for every grade.

### Indicator Scores

| Indicator | Status | Change |
|---|---|---|
| State Assessment Results in reading and mathematics | 56.7--Yellow | -0.2 |
| State Assessment Results in science, social studies and writing | 56.9--Green | 2.3 |
| English Learner Progress | -- | -- |
| Quality of School Climate and Safety | 87.0--Blue | 4.0 |
| Postsecondary Readiness (high schools and districts only) | -- | -- |
| Graduation Rate (high schools and districts only) | -- | -- |

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

## 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 objectives for each goal. | 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. *Six Sigma, Shipley, Baldridge, 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. |

## 1: State Assessment Results in Reading and Mathematics

| **Goal 1**: By fall of 2024, the school will increase the combined (reading and math) percentage of proficient/distinguished students to 62. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| **Objective 1:** To increase reading proficiency by 5% overall. | PLC Data Discussions | How to identify struggling students | Improvement of bottom 5 students in each class | PLC meetings with principal to discuss student issues and MTSS focused meetings for strategy sharing and identification of students in need of MTSS | School funding |
| | MTSS for struggling students | Strategy sharing | | | |
| | STAR reading, Freckle, Reading A-Z, Secret Stories, Spelling Stars, and UFLI | Utilize programs to address individualized student needs and guide instruction | Students will show growth on assessments inside of the programs | STAR: District Benchmark Timeline<br>Freckle and Reading A-Z results will be discussed in PLC | |
| | Reading Interventionists | Continue to work closely with grade level teachers in PLCs and pull students that are below benchmark to work on specific strategies | Students will show proficiency on benchmark assessments | PLC meetings and MTSS focused meetings will focus on results of assessments and program proficiency | District allocated funding |
| **Objective 2:** To increase math proficiency by 5% overall. | PLC Data Discussions | How to identify struggling students | Improvement of bottom 5 students in each class | PLC meetings with principal to discuss student issues and MTSS focused meetings for strategy sharing and identification of students in need of MTSS | School funding |
| | MTSS for struggling students | Strategy sharing | | | |
| | STAR math, Freckle, Reflex, Illustrative Mathematics, and Simple Solutions | Utilize programs to address individualized student needs and guide instruction | Students will show growth on assessments inside of the programs | STAR: District Benchmark Timeline<br>Freckle and Reflex results will be discussed in PLC | |
| | Math Interventionists | Continue to work closely with grade level teachers in PLCs and pull students that are below benchmark to work on specific strategies | Students will show proficiency on benchmark assessments | PLC meetings and MTSS focused meetings will focus on results of assessments and program proficiency | District allocated funding |

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

**Goal 2**: By fall of 2024, the school will increase the percentage of proficient/distinguished students in Science, Social Studies, and Writing combined to 63.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| **Objective 1:** To increase student performance in each content area. | Science/ Social Studies: **1.** Embed content into reading and writing activities and designate a specific science/ social studies time daily **2.** Utilize Studies Weekly to enhance instruction | Utilize district content specialist | Students will show proficiency on assignments and benchmark assessments | Progress monitoring will be completed at the end of each unit | School Funding |
| | | Strategy sharing and collaborating on implementing Studies Weekly with integrity | | | |
| | Writing: Focus on district writing continuum and designate a specific writing block. | Utilize district content specialist | Students will show proficiency on assignments and benchmark assessments | Progress monitoring will be completed at the end of each unit | |
| | | Strategy sharing | | | |

## 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:** By the end of the school year the percentage of students with disabilities-with IEPs scoring proficient or distinguished will increase. | Special Education teachers and staff along with general education teachers and staff will support and accommodate students based on their IEPs. | Collaboration inside general education classes and with teachers | Students scoring proficient on classroom assignments and assessments | PLC meetings with General Ed, Special Ed, interventionists and the principal to discuss student issues and performance | District and School Funding |
| | | Resource time as indicated by individual IEPs | | Assignments and assessments will be checked when completed | |
| | | Assignments based on individual levels and differentiated accommodations | | Special education teachers will collaborate with general education teachers on student progress | |
| | | Direct instruction/effective teaching | | | |
| **Objective 2:** By the end of the school year the percentage of students with disabilities-with IEPs scoring novice will decrease. | Special Education teachers and staff along with general education teachers and staff will support and accommodate students | Collaboration inside general education classes/teachers | Students scoring proficient on classroom assignments and assessments | PLC meetings with General Ed, Special Ed, interventionists and the principal to discuss student issues and performance | District and School Funding |
| | | Resource time as indicated by individual IEPs | | | |
| | | Assignments based on individual levels and differentiated accommodations | | Assignments and assessments will be checked when completed | |
| | | Direct instruction/ effective teaching | | Special education teachers will collaborate with general education teachers on student progress | |

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| **Objective 3:**<br>By the end of the school year the percentage of economically disadvantaged students scoring proficient or distinguished will increase while the number scoring novice will decrease. | Master Schedule will continue to designate a specific science/social studies time daily | Utilize district content specialist<br><br>Strategy sharing with an emphasis on Studies Weekly | Students will show proficiency on assignments and benchmark assessments | On-going throughout the year | District and School Funding |

## 4: English Learner Progress

| **Goal 4:** Students whose primary language is not English will show increased progress. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| **Objective 1:** Familiarize students with the English language utilizing the English Language Development Standards | Utilize ELL appropriate strategies during instruction and in class<br>Utilize embedded ELL strategies and resources in curriculum and programs (UFLI, Studies, Weekly, Etc.) | Collaboration with District ELL coordinator | Students will show progress on ELL program | ELL coordinator will adhere to timeline of activities and assessments of students | District allocated funding |

## 5: Quality of School Climate and Safety

| **Goal 5**: Maintain high indicator level by continuing to focus on the whole student. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| **Objective 1:** Increase students' awareness and knowledge base on social/ emotional learning. | Utilize Character Strong curriculum | Lessons provided weekly by counselor | Students will become more aware of themselves and others needs/ emotions | Teachers and staff will continually monitor students by discussing students and placing them on our Name and Claim list as needed. | District allocated funds purchased Character Strong program |
| | | Teachers can utilize program and activities within their classrooms | | | School funding |
| **Objective 2:** Increase student voice in the climate and culture of the school | Periodic surveys/ forms for students to give feedback | Counselor will administer student voice surveys throughout the year | | | |
| | Continue to use class check-ins where students can request to speak to teacher, school counselor, on-site Pathways counselor, principal, School Resource Officer, etc. | Checked daily by teacher who will monitor and alert the appropriate staff. | | | |
| | Focus on ROAR/PBIS system to maintain unified focus and reward students who meet or exceed our expectations | ROAR Paw Print board in front lobby where students add their name when they receive a Positive Office R | | | |

## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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## 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?<br>**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.<br>**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.<br>**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?<br>**Response:**<br><br>**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. | ☒ |
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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: |
| --- |
| **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<br>**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.<br>**Response:** |

## 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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|---|---|---|
| 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. | ☒ |
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