

## 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

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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets 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. 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 that will occur 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: Proficiency Goal

Goal: By May 2027, 80% of Primary students will reach proficiency in reading as measured by STAR benchmark assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective By May 2024, 68% of students at Trigg County Primary School will reach proficiency in reading as measured by STAR benchmark assessment.	Design and Deliver Instruction	Ensure cognitive engagement versus passive or active engagement by incorporating and monitoring the elements of CATS in all classrooms based on our district created document.	STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations		
		Ensure a clear process for measuring instructional effectiveness based on student data by intentional PLC conversations, individual student goal setting discussions, etc.			
	Review, Analyze, and Apply Data	Ensure assessments are of high quality and aligned to the rigor of the standards, resulting in quality data by intentionally analyzing intent of assessments during summer PD as well as PLC meetings.	STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, data analysis completed with student names and breakdown of specific skill deficits		
		Ensure a system is in place to collect student data to be analyzed and used to drive classroom instruction by identifying students by name in each room that need additional assistance and then determining the area of need and reason for need to drive instructional practices and intentional grouping.			

2: Proficiency Goal

Goal: By May 2027, 80% of Primary students will reach proficiency in math as measured by STAR benchmark assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective By May 2024, 68% of students at Trigg County Primary School will reach proficiency in math as measured by STAR benchmark assessment.	Design and Deliver Instruction	Ensure cognitive engagement versus passive or active engagement by incorporating and monitoring the elements of CATS in all classrooms based on our district created document.	STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations		
		Ensure a clear process for measuring instructional effectiveness based on student data by intentional PLC conversations, individual student goal setting discussions, etc.			
	Review, Analyze, and Apply Data	Ensure assessments are of high quality and aligned to the rigor of the standards, resulting in quality data by intentionally analyzing intent of assessments during summer PD as well as PLC meetings.	STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, data analysis completed with student names and breakdown of specific skill deficits		
		Ensure a system is in place to collect student data to be analyzed and used to drive classroom instruction by identifying students by name in each room that need additional assistance and then determining the area of need and reason for need to drive instructional practices and intentional grouping.			

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 By May 2024, the student population falling below the 25<sup>th</sup> percentile will be reduced by 5% according to STAR assessments in reading and math.</p>	<p>Design and Deliver Instruction</p>	<p>Ensure that Tier I and Tier II instructional needs are met and next steps for improvement are identified by creating a solid focus on schedule of Tier II instruction with RTI instructors, create protected instructional time for all students, monitor and modify instruction as needed for students identified for additional services.</p>	<p>STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, TAG meeting minutes</p>		
		<p>Ensure systems and processes are in place for Tier II and Tier III instruction that create rigor and intentionality of instruction and assessment based on skill deficits and student needs through modifying our district RTI policies, including all stakeholders in data discussions, and holding all accountable for student success through data analysis and discussion.</p>	<p>STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, TAG meeting minutes</p>		

4: Quality of School Climate and Safety

Goal: By May 2027, Trigg County Primary School will decrease the total number of annual office referrals by 15% as evidenced by Infinite Campus.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective By May 2024, Trigg County Primary School will decrease the total number of annual office referrals by 4% as evidenced by Infinite Campus.	Establishing Learning Culture and Environment	Ensure all students have an understanding of rules, their awareness of how their behavior affects others, and the character strengths to help them act responsibly in the academic setting. This can be obtained through daily instruction related to social/emotional learning, understanding of and activities involving STAR students, classroom management systems, etc.	Infinite Campus annual reporting of total number of events each year		
		Ensure classroom systems are in place to provide opportunities for character development by building in instructional time daily, providing guidance and curriculum, providing a school-wide focus, etc.			

**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> <ul style="list-style-type: none"> <li>•</li> </ul>
<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> <ul style="list-style-type: none"> <li>•</li> </ul>
<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>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.</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 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

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