

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 special education population scored significantly below similar aged peers on KSA assessments scoring index – 35.5 in comparison to 68.7 for general population.
- 93% of our special education population scored below proficiency on reading and math iReady assessments.
- Our special education students performed significantly below peers on the KSA in science, social studies, and math scoring an index of 39.4. The overall index was 69.3 (S, SS, W).

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.

- Otiss Observation Data
- MDC observation Data
- Classroom Walkthroughs
- Unit Assessment Data discussed during PLC
- KSA style unit assessments

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.7 (green)	+4.7
State Assessment Results in science, social studies and writing	65.3 (green)	+8.3
English Learner Progress		
Quality of School Climate and Safety	75.4 (green)	+1.0
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
<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 (State your reading and math goal.): By 2028, Silver Creek will increase the combined reading and math index from 59.0 to a 75.0 as demonstrated on the KSA assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Silver Creek will improve their reading index from 65.9 to 80 as demonstrated on the KSA assessment.	KCWP 1 KCWP 2 KCWP 3 KCWP 4	Weekly Grade Level PLCs -Focus on breaking down standards, developing targets, reviewing assessments, and development of unit plans for quality instruction.	-Staff Feedback - Student Progress on unit assessments, iReady, & F&P -Grade Level Unit Plans Improved ELA scored on iReady and KSA	-PLCs- Weekly (Minutes & Agendas) -Assessment Data - grade level & teacher data -Staff Feedback Documentation - Google Form	N/A
		ELA Coaching- We have a building coach that is supporting with PLC work, coaching, co-teaching, lesson planning, assessment development and providing feedback.	-Staff Feedback – Level Unit Plans Teacher Feedback Notes Common Assessments Improved ELA scored on iReady and KSA	-Weekly PLC forms - Weekly/Monthly Admin Walkthroughs -Common Planning - Common Assessments -Common Resources	ESSER FUNDS- Pay Salary
	KCWP 2	RISE Intervention – Teachers in 1 st through 3 rd grade will implement the RISE intervention to target specific students who have data showing they are performing below grade level	-Staff Feedback - Creation of assessments, unit plans, and curriculum maps Improved ELA scored on iReady and KSA	-RISE Data Talks - IReady Scores	Title 1- 1,000
		Phonics- Teachers in grades K-4 will provide daily phonics instruction using the District Modules.	Phonics Modules Lesson Plans Phonics Assessments iReady Improved ELA scored on iReady and KSA	Phonics Assessment Scores iReady – Spring Scores	2,000 (Title 1)

Goal 1 (State your reading and math goal.): By 2028, Silver Creek will increase the combined reading and math index from 59.0 to a 75.0 as demonstrated on the KSA assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Silver Creek will improve their math index from 58.0 70 as demonstrated on the KSA assessment.	KCWP 1 KCWP 2	Weekly Grade Level PLCs -Focus on breaking down standards, developing targets, reviewing assessments, and development of unit plans for quality instruction.	-Staff Feedback - Student Progress on unit assessments, iReady, & F&P -Grade Level Unit Plans	-PLCs- Weekly (Minutes & Agendas) -Assessment Data - grade level & teacher data -Staff Feedback Documentation - Google Form	N/A
		Common Planning Time -teachers meet in grade level teams to design instruction and design assessments (review data)	-Staff Feedback - Administrative Walkthroughs -Grade Level Unit Plans	-Weekly PLC forms - Weekly/Monthly Admin Walkthroughs -Common Planning - Common Assessments	N/A
	KCWP 3 KCWP 4	Math Design Collaborative - Training in MDC Innovation as part of Active Implementation	-BIT team -Individual and group coaching via district provided coach	OTISS and MDC walkthrough feedback -Observations and Coaching sessions provided by district provided coach	District Funded
		Small Group Instruction- Teachers will provide daily small group instruction based on standards deficits and enrichment of benchmark skills.	Student Progress on unit assessments, iReady, & F&P -Grade Level Unit Plans	- Lesson Plans - Unit Assessment Scores - iReady – Comprehension Checks & Universal Screener Scores	N/A

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

Goal 2 (State your science, social studies, and writing goal.): By 2028, Silver Creek will increase the combined science, social studies, and writing index from 57.8 to 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Silver Creek will improve their social studies index from 67.2 to 74.7 as demonstrated on the KSA assessment.	KCWP 1 KCWP 2 KCWP 4	Social Studies Coaching- Provided by district coaches with an emphasis on assessment development, and unit development	Improved social studies unit assessment scores. Improved CER development. KSA data moving from yellow to green.	Assessment Scores CER Samples KSA Data	District Funded Coaching
		Project Hero Grant- Mr. Barnes our 5 th grade social studies teacher was selected to participate in a grant from KEDC. Training and support provided	Improved social studies unit assessment scores. Improved CER development. KSA data moving from yellow to green.	Assessment Scores CER Samples KSA Data	Grant from KEDC
Objective 2 Silver Creek will improve their science index from 62.3 to 65.6 as demonstrated on the KSA assessment.	KCWP 1 KCWP 2 KCWP 4	STELLA Initiative- Mr. Gay is on his third full year of implementing the STELLA processes in his science classroom.	Improved science unit assessment scores. Improved CER development. KSA data demonstrating reduction of novice/apprentice to less than 50%	Assessment Scores CER Samples KSA Data Unit Plans	District Funded Initiative
		Science Assessment Development- Focus on creation of CERs and rubrics.	80% of students scoring proficient on CER assessments and unit assessments	Assessment Data from CER, Unit Assessments, and KSA Assessments	N/A

Goal 2 (State your science, social studies, and writing goal.): By 2028, Silver Creek will increase the combined science, social studies, and writing index from 57.8 to 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Silver Creek will improve their writing index from 66.3 to 70.0 as demonstrated on the KSA assessment.	KCWP 1 KCWP 2 KCWP 4	Writing Plan Development- Grades K-5 w/ addition of writing coaching, co-teaching, modeling, and professional learning.	Development of writing exemplars at all levels. Feedback data from writing instructional walkthroughs	Writing Scrimmages KSA Data	N/A
		Addition of short answer and extended response questions to all content area assessments. (across grade levels)	Unit Assessments developed with RACER	RACER and short answer scores scored/ reviewed during PLCs.	

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).

Goal 3: (State your achievement gap goal) By 2028, Silver Creek Elementary will increase their combined reading and writing index scores for students with disabilities from 35.5 to 50.0					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Silver Creek will increase the combined reading and math index for students with disabilities from a 35.3 to 50.	KCWP 1 KCWP 2 KCWP 4	SPED PLCs- Monthly SPED PLCs where we share instructional strategies, assist with goal setting, review data and review success of accommodations. Discuss ways to support students in general education class. PDs around special education needs, ex: coteach models	Student Progress Monitoring Student Classroom Assessments PD Feedback	IEP Goal Progressing Monitoring iReady Data Goal Setting KSA Data KSA scrimmages	N/A
		Instructional Coach- Mrs. Hillman will work with teachers to provide coaching, modeling, and planning support based on instructional goals.	Teacher Walkthroughs & Feedback	Monthly - Walkthroughs	N/A
	KCWP 1 KCWP 2 KCWP 4	MDC- Math Coach Training in MDC Innovation as part of Active Implementation Modeling, Co-Teaching, and Planning Support	OTISS MDC DATA Goal Development	OTISS MDC DATA	District Provided Coach
		Math PD- Provided monthly around specific instructional goals.	PD Feedback Improved Instructional Practices	Walkthrough Tool Improved student data	n/a

4: English Learner Progress

Goal 4 (State your English Learner goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Silver Creek will improve our climate and safety combined index from 74.6 to 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Silver Creek will improve our climate survey index from 75.4 to 77.8	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support Processes. KCWP 6: Establishing Learning Culture and Environment. 	MTSS Team – Meets monthly to review student behavior and academic data. Create PDSA cycles to review data and student progress to improve building-wide systems.	<ul style="list-style-type: none"> Reduction in behavior referrals Improved academic outcomes 	<ul style="list-style-type: none"> Behavior Referrals Data Discussions 	N/A
		Monthly Classroom Counseling Sessions – Mrs. Anglin will provide monthly classroom counseling instruction to all homeroom classrooms.	<ul style="list-style-type: none"> Reduction of flagged students on screener Improved classroom environment engagement 	<ul style="list-style-type: none"> Review of Screener Results Classroom Walkthroughs Teacher/Student Feedback 	N/A
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support Processes. KCWP 6: Establishing Learning Culture and Environment. 	SEL Instruction- Daily instruction built into the master schedule and provided by homeroom teachers. (Sanford Harmony)	<ul style="list-style-type: none"> Reduction in behavior referrals Improved academic outcomes Reduction of flagged students on screener Improved classroom environment engagement 	<ul style="list-style-type: none"> Behavior Referrals Data Discussions Review of Screener Results Teacher/Student Feedback 	N/A
		SEL small group and individual instruction.	<ul style="list-style-type: none"> Reduction of flagged students on screener Improved classroom 	<ul style="list-style-type: none"> Meeting Agendas & Newsletters Student Data (iReady, KSA, Behavior Screener) Attendance Data 	N/A

Goal 5 (State your climate and safety goal.): Silver Creek will improve our climate and safety combined index from 74.6 to 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<ul style="list-style-type: none"> environment engagement - Approved attendance 		
Objective 2 Silver Creek will improve our safety survey index from 74.8 to 80.	KCWP 5: Design, Align and Deliver Support Processes. KCWP 6: Establishing Learning Culture and Environment.	School-Wide PBIS Plan -	<ul style="list-style-type: none"> - Reduction of flagged students on screener - Improved classroom environment engagement - Reduction in office referrals - Reduction in threat assessments 	<ul style="list-style-type: none"> - Behavior Referrals - Teacher/Student Feedback - Reduction in Threat Assessments 	n/a

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:
<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?</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>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<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?</p> <p>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"/>
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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:
<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"/>
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