

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.

Students with Disabilities academic performance (TSI Status)
Students respecting each others differences (Results of school Climate Survey)

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.

Evidence based co-teaching in all co-taught classrooms
Designing and deploying instruction (PLC Process)

Indicator Scores

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

	2024 Status	Color Status	2023 Status	Change Difference	Change Level
Reading and Math	77.4	BLUE	75.2	+2.2	Increase
SCI/SS/Writing	74.6	BLUE	69.3	+5.3	Increase
Quality Climate and Safety Survey	63.5	ORANGE	65.3	-1.8	Maintain

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase the percentage of student proficient/distinguished in Reading & Math according to the following table:

Reading - Increase proficient/distinguished from 57% to 63% by 2029.

Math - Increase proficient/distinguished from 62% to 67% by 2029

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percentage of students proficient/distinguished in reading from 57% to 59% by the end of the 2024/25 school year.</p> <p>Objective 2 Increase the percentage of students proficient/distinguished in math from 62% to 64% by the end of the 2024/25 school year.</p>	Design and Deploy Standards	Curriculum alignment reviews and protocols are embedded within PLC practice to ensure instruction is tied to grade level standards. Greater emphasis on curriculum alignment to priority standards.	PLC observation notes, alignment protocols, walkthrough data, PLC fidelity checks		N/A
		Assessment protocol is used in PLC's to ensure student formative and summative assessments are aligned with proper depth and content of standards.	Assessment Protocol documentation, student assessment data		N/A
	Design and Deliver Instruction	Developing and modifying a TIER II and III MTSS structure for reading and math (targeting students, progress monitoring, etc.). Use of targeted small intervention groups during South Strong led by trained staff.	I-Ready Data, aimsweb		SIF
		PLC protocol where summative and formative evidence is used to inform future teaching practices and interventions.	PLC Protocol, observation notes, student data (I-Ready, formative/summative assessments, etc)		N/A
		Review, Analyze and Apply Data	Use of student watch list for students performing below proficiency in reading and math.	MTSS Watch List, Fall to Winter & Winter to Spring I-Ready growth data	
	Develop a system for students to take ownership of their personal data (i-Ready) through My Path.		Student goal setting forms, student My Path evidence		N/A

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

Goal 2: Increase the percentage of student proficient/distinguished in Science, Social Studies & Writing according to the following table:

On-Demand Writing - Increase proficient/distinguished from 75% to 80% by 2029

Social Studies- Increase proficient/distinguished from 53% to 58% by 2029

Science - Increase proficient/distinguished from 35% to 41% by 2029

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the proficiency in On-Demand Writing from 75% to 76% by the end of the 2024/25 school year.	Design and Deploy Standards	Ensure intentional and aligned opportunities are in place for students to improve On-Demand writing technique	Live Scoring Data, Curriculum Framework,		N/A
		Embed On-Demand Writing instruction through core English Language Arts classes			N/A
	Design and Deliver Instruction	Implement formal and informal opportunities are available that teachers and students utilize to gather evidence to improve the learning of students in the area of On-Demand Writing	Live Scoring Event, Student Feedback, Live scoring data and next steps, PLC notes, I-Ready growth data		N/A
	Design, Align, and Deliver Support	Implement and commit to purposeful, scheduled monitoring efforts in regards to student On-Demand Writing Needs Targeted Individual Student Groups for students scoring below proficiency	Live Scoring Events scheduled for the Fall and Spring, feedback to students Live Scoring/Scrimmage data, PLC data analysis, calibration sessions, student descriptive feedback, cold writes		N/A
Objective 2 Increase the proficiency in Science from 35% to 37% by the end of the 2024/25 school year.	Pilot HQIR Science Curriculum	Implement, with fidelity, two Open Sci Ed units across all grade levels	Assessment data, Teacher & Student Feedback		N/A
	Design and Deliver Instruction	Implement formal and informal opportunities are available that teachers and students utilize to gather evidence to improve the learning of students in the area of Scientific Skills & Practices	Transfer Tasks, Assessment data, PLC notes, iReady growth data		N/A

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 the Reading proficiency score of our students with disabilities from 16% to 20% by the end of the 2024/25 school year.	Design and Deliver Instruction	Target instruction through flexible grouping through intervention groups and using I-Ready Growth Data	RTI Data, I-Ready Data, I-Ready Personalized Learning Integration through resource classes		SIF
		Coaching sessions for Special Education Teachers with district Special Education coaches and iReady specialists	Coaching notes, Teacher feedback		SIF
		Additional Special Education coach	Agendas, PLC meeting data, data triangulation		SIF
		Ongoing Explicit Instruction Professional Development for Special Education Teachers	Attendance at PD conferences, evidence of implementation in the classroom data		SIF
		Structured out of time intervention for identified students. This is providing reading support before and after school services along with jumpstart in the summer.	Tracking of students who attend and triangulating data through i-Ready and KSA scores.		SIF
	Review, Analyze and Apply Data	Name and Claim students: create and monitor a “Watch List” for students performing below proficiency—monitored through our South Strong Recovery block	Watch List, PLC Notes, student data, I-Ready Data, other data sources		N/A
		Communicate data with students and goal set with students based on I-Ready data (Student data ownership)	Student Goal Setting Reflection & Forms		N/A
		Provide supports that foster a data driven culture within the school	Leadership PD, PLC training from Solution Tree, provided substitutes for learning lab walks and PLC rounding.		SIF
	Establishing a Learning Culture and Environment	Implementation of “South Strong” recovery block/TSI Block	-Progress on I-Ready Personalized Learning -Student Assessment data		N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			-SEL/Character Strong focus and guidance lessons at each grade level.		
		Providing our ECS students and staff with technology in order to use varied, personalized, and readily available digital resources to design and deliver instructional content.	Assessment data, iReady scores		SIF

4: English Learner Progress

Goal 4 (State your English Learner goal.):Each EL student will progress at least 2 levels, or attain proficiency, on the ACCESS for ELLs assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least 0.5 level, or attain proficiency, on the ACCESS for ELLs assessment by June 2025.	KCWP 4: Review, Analyze, and Apply Data by reviewing year-over-year growth on ACCESS for ELLs down to the student level	KCWP 4: Develop a system of review for year-over-year growth on ACCESS for ELLs. Use the results to determine common needs (language domains) for student growth, and align classroom supports and EL instruction to common needs.	2024 ACCESS results	2024 ACCESS results will be reviewed in May 2025 by EL teacher, EL Director, and Principal to determine if students have made progress and assess the rate of progress.	N/A
	KCWP 2: Design and Deliver Instruction	KCWP 2: Training and implementation of effective strategies to support the learning of ELs in content classrooms	2024 ACCESS results	Monitor implementation of effective strategies, based on Unlocking ELs Potential, using a look-for document in EL cluster classrooms	Title 3

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): SOMS will work to increase our Climate and Safety survey results from 63.5% to 75% by 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Climate and Safety survey results to 65% by the end of the 24/25 school year	KCWP 6: Establishing Learning Culture and Environment	SOMS will <ul style="list-style-type: none"> Implement a school wide guidance lesson structure focused on Social & Emotional Learning -Utilize our SEL curriculum to create team building activities during our South Strong period	Increased % of students who feel other students respect each others differences at SOMS on the KSA Quality and Climate Survey Minute meetings		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:

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:
SOMS administrators are taking part in reading, studying and learning from the book, “Great Instruction, Great Achievement” by John O’Connor. The text is specifically geared towards administrators looking to move achievement forward for students with disabilities. The book focuses on effective tier 1 reading, math and behavioral instruction. SOMS administrators, with collaboration from OCS will study this book to identify and implement research based strategies to help improve students with disabilities achievement.

SOMS administrators will participate in continuous professional development to build capacity in the area of rigorous and explicit instructional practices. Administrators will attend a Leadership PD conference and an Explicit Instruction Professional Development (CEC conference) in order to coach teachers on effective reading intervention strategies. Feedback tools will be created to collect implementation data and to provide an avenue for ongoing communication and support for staff.

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.

Response: SOMS Creates our master schedule with Special Education Students first. We build the schedule to ensure all students their appropriate services through our master schedule. We also ensure that special education teachers have common planning with their regular education counterparts. We are frequently evaluating our co-teaching and resource set ups to ensure we have the right people in the right positions. We will evaluate at the end of the year and make appropriate changes.

A survey of student and teacher access to technology will be conducted. SOMS will work towards a 1:1 model of student technology (Chromebooks) during the 2024/2025 school year in order to ensure that every student has access to evidence-based instructional programs geared towards reading fluency and comprehension. Teachers will have access to appropriate technology and programs to implement effective reading intervention strategies.

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.

Response:
SOMS has a very young and inexperienced ECS staff that recently has experienced significant yearly turnover. It will be very important that SOMS and OCS work to support these teachers through professional development and support in the classroom. Teaching our teachers effective co-teaching and instructional strategies will be important so they can provide great instruction to students in the resource and co-teaching classroom. In order to effectively meet the learning and support needs of teachers, an intervention coach will be hired in the 2025-2026 school year in order to evaluate what direction and next steps should be taken in order to create an effective, sustainable tiered intervention system.

We have one administrator and one counselor that both have a special education background. Along with district support, we will utilize these individuals to support the growth of our largely new staff.

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?

Response:
Evidenced-based practices that specifically target ECS population:

- Evidence based instructional strategies: Gradual Release of Responsibility, Workshop Model, Opportunities to Respond, Explicit Instruction
- Math curriculum - HMH into Math

- Evidence-based co-teaching strategies: Parallel and Station Teaching
- Orton-Gillingham literacy training for all ECS teachers
- Kansas writing strategies professional development for ECS teachers
- Extended School Services (before/after school opportunities)
- Summer School and Jump Start Programs
- I-Ready Program and use of data to pinpoint targeted instruction

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.

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
Research Based Instructional Strategies: Explicit Instruction (Workshop Model/Gradual Release of Responsibility/Opportunities to Respond)	Archer & Hughes (2011) “Delivering instruction: Eliciting responses” from Explicit instruction: Effective and efficient teaching Bennett (2007) That workshop book: New structures for classrooms that read, write, and think Fisher & Frey (2014) Better learning through structured teaching	<input checked="" type="checkbox"/>
Math Curriculum (funded by school budget)	EdReports for HMH Into Math 6-8	<input type="checkbox"/>
Kansas Writing Strategies (Funded by district)	Sheldon, J., & Schumaker, J. B. (1999). Proficiency in the Sentence Writing Strategy: Instructor’s Manual. Lawrence, KS: The University of Kansas Center for Research on Learning. Schumaker, J. B., & Sheldon, J. (1998). Fundamentals in the Sentence Writing Strategy. Lawrence, KS: The University of Kansas Center for Research on Learning.	<input type="checkbox"/>
Structured Literacy (Funded by district)	Spear-Swerling (2018) Structured literacy and typical literacy practices understanding differences to create instructional opportunities	<input type="checkbox"/>
Increasing effectiveness of PLCs and use of student data(growing PLC/PD and use if I-Ready Data)	WWC: IES Practice Guide Using Student Achievement Data to Support Instructional Decision Making	<input type="checkbox"/>
Structuring Out-of-School Time to Improve Academic Achievement	WWC: IES Practice Guide Recommendation 3. Adapt instruction to individual and small group needs	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve