

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.

The major Priority or concern for our school is our Novice percentage in mathematics. Overall 46% of our students scored a Novice in Math Social Studies is a priority or concern also. 45 % of our students scored a Novice in Social Studies

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.

Teachers have aligned our curriculum both horizontally and vertically to align with the New Kentucky Standards that have been implemented.
Teachers have created a curriculum map with all standards embedded and a timeline to ensure all standards are being taught
Teachers have created formative assessments using Edulastic to assess students in a formative fashion
We are adopting new Social Studies Curriculum that are aligned to the new standards that have been released by the state of Kentucky
Students will be identified by Gap Groups and students will have a RTI plan based on their STAR scores and ALEKS scores used to determine projected proficiency in each subject area

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Yellow 52.7	Orange to yellow 49.7 to 52.7
State Assessment Results in science, social studies and writing	Yellow 50.6	42.4 to 50.6 from 2022 to 2023 Changed from Orange to Yellow
English Learner Progress	No Scores	No Scores
Quality of School Climate and Safety	64.8 Yellow	Green to Yellow 71 to 64.8
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	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 (State your reading and math goal.): By 2024, the combined Reading and Math delivery target for proficiency of 72.3 will be met					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Demonstrate a Proficiency score of 72.3 for combined Reading and Math by 2024 as measured by state assessments	Review current curriculum documents, programs, and instructional practices for effectiveness	Using Mastery Prep and STAR 360 reading and math assessments, students in need of additional support in reading and math will be scheduled for additional services through Rtl classes and the ESS Daytime Waiver	Students will meet or exceed expected growth on STAR and Mastery Prep diagnostic tests	Data Analyzation of student performance within the programs	Grant Funds
		Classrooms will continue to use the web-based programs Study Island, IXL, ALEKS and Reading Plus, in addition to support materials from the American Book Company to enhance instruction and student learning. SAVVAS Reading and Writing Curriculum will be used in the Classroom	Student records will show successful completions of lessons within computer-based programs.	On-Going, Program Reports for student growth	Title II part A
		Data Analysis will continue to be a critical part of day to day operations	Shared Google Documents with Data		PD
		Gear Up grant will continue to help with literacy and Math standards. Innovated Approaches to Literacy Grant and Reading Corps will work with our students and community members	Gear Up has 2 Employees working with students to improve Math Scores. Literacy Coaches hired through Innovated Approaches to Literacy Grant will assist teachers and Reading Corps of America is working with students on literacy. With this assistance students will reach their growth goals on STAR and other applicable formative assessments		Gear Up Grant
Objective 2					

Goal 1 (State your reading and math goal.): By 2024, the combined Reading and Math delivery target for proficiency of 72.3 will be met					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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

Goal 2 (State your science, social studies, and writing goal.): Overall Separate score will increase from 50.6 in 2022 to 63.3 in 2024. The percentage of Proficiency in science will increase from 20.9%% in 2023 to 25% by 2023, The Proficiency in Social Studies will increase from 24% to 60% and The Writing proficiency will increase from 21% to 50% by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Review current curriculum documents, programs, and instructional practices for effectiveness. New Science Materials will be purchased that are aligned with current standards. MMS is implementing a STEM curriculum using the engineering process. We have partnered with MIT, NASA and other resources to increase our STEM activities and scientific literacy. MIT in designing a new State of the art STEM lab to be constructed on our campus		Students will meet or exceed expected growth on STAR and MAP, IXL and Study Island Diagnostics.	Data Analyzation of student performance within the programs	Grant Funds and Text Book Money
		Classrooms will continue to use the web-based programs Study Island, IXL, and Reading Plus, in addition to support materials from the American Book Company to enhance instruction and student learning. SAVVAS, My Perspective Reading and Writing Curriculum and Turnitin Draft Coach will be utilized for writing	Student records will show successful completions of lessons within computer-based programs.	On-Going, Program Reports for student growth	Title II Part A STEM Lab and STEM director funding through John Shoffner’s Foundation Innovated Approaches to Literacy Grant
		Data Analysis will continue to be a critical part of day to day operations	Google Documents	On-Going	Gear Up Grant
		Gear UP grant will continue to help with literacy standards			
	We are going to adopt new science and social studies curriculum resources through Amplify				
		Teachers and students will have access to new materials that are aligned with the new science and social studies standards	Increase in proficiency in both science and social studies on KSA	Ongoing	School Board Funding
Objective 2					

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: Reduce Novice percentage of Economically Disadvantaged students in math. 47% of our ED students scored Novice on KSA	All Gap group students will be identified, and students will have a RTI plan to implement and target math improvement	Students will have individualized intervention plan in place and it will be monitored weekly to make sure students needs are being met.	Proficiency of Math standards using STAR and ALEKS and any other measurement of intervention improvement	RTI teachers will monitor student progress weekly along with math teachers and GEAR Up tutors	RTI salaries Title IV Resources GearUP salaries
		Students will be assessed using STAR and other formative assessments and any standard not being met will be identified and targeted for intervention. Also, Gear Up tutors and team members will help in intervention strategies and students will be targeted for morning and evening tutoring	Proficiency of Math standards using STAR and ALEKS and any other measurement of intervention improvement	RTI teachers will monitor student progress weekly along with math teachers and GEAR Up tutors	RTI salaries Title IV Resources GearUP salaries
Objective 2: Reduce the novice percentage of economically disadvantaged students in Social Studies. 45% of our ED students scored novice on KSA Social Studies	We are currently in the process of adopting all new social studies curriculum that is aligned to the new Kentucky Social Studies Standards. We will ensure everyone is being taught the correct standards and we will monitor all students that are determined to be in the economically disadvantaged gap group	Incorporated new aligned social studies standards in grades 5-8.			
		Students will be given Edulastic formative assessments to determine proficiency of standards covered each semester. Also, teachers will use Reading Plus to determine knowledge of Social Studies standards throughout the school year	Proficiency on all formative and summative social studies test using Edulastic and Reading Plus	On-going	School Board funds for new Social Studies curriculum aligned to the new standards

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): In 2023 we didn't have any English Learner Scores Reported on our school Report Card.					
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.): By 2024, we will increase our Quality of School Climate and Safety from Yellow to Green. Our Climate and Safety Index was 64.8 in 2023. We will increase our index to the 80s in 2024					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our Quality of school climate and safety score on 2024 Survey	Make students feel safe while on campus	Purchase metal detectors, more cameras, vape detectors and a more active presence or school resource officers and city police officers	90% of students will answer they feel safe on the school climate and safety survey	Surveys given throughout the year by YSC	Title IV safe and healthy students
Objective 2 Students will feel wanted and mental, psychological and emotional needs will be met while at school	YSC will have multiple guest speakers on suicide prevention, bullying, and emotional needs	Multiple guest speakers will be invited to speak to our students throughout the year	90% of the Student’s will answer that they are wanted and feel that the teachers help them with needs on survey	Surveys given throughout the year on mental health and social needs	YSC
	School counselors and social workers will have an increased presence to meet the needs of the students	Teachers will refer any student with social or emotional needs to our school counselors and social workers		Record of the number of students that are being serviced by our counselors and social workers	District funding pays salaries of social workers and therapist

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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: N/A
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: N/A
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: N/A
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: N/A
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
N/A	N/A	<input checked="" type="checkbox"/>
N/A	N/A	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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: N/A</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: N/A</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"/>
N/A	N/A	<input type="checkbox"/>
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