

## 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.

- **Increasing students performing at benchmark in reading and math**
- **Increasing students that are considered “ready” for kindergarten based on the Brigance with a focus on transitioning with early childhood**
- **Decreasing students performing under the 25<sup>th</sup> percentile and moving them towards the benchmark**

### **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.

- **Intentional planning through formative assessments and standards based grading**
- **TAG/RTI strategies and data discussions**
- **Research based instructional strategies to focus on in all classrooms with all students**

**Indicator Scores**

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

**Explanations/Directions**

**Goal:** Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results</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</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</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</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</p>
<p><b>Indicator</b></p>				<p><b>Status</b></p>	<p><b>Change</b></p>
<p>State Assessment Results in reading and mathematics</p>					
<p>State Assessment Results in science, social studies and writing</p>					
<p>English Learner Progress</p>					
<p>Quality of School Climate and Safety</p>					
<p>Postsecondary Readiness (high schools and districts only)</p>					
<p>Graduation Rate (high schools and districts only)</p>					

**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
and/or aligned formative assessments. There can be multiple objectives for each goal.	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> ).		outcomes for both staff and students.	reviewed, specific timelines, and responsible individuals.	must indicate how Title I funds are utilized to carry out the planned activities.

**1: Proficiency Goal**

Goal 1: By May 2028, 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 1 By May 2025, 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 research-based best practice instruction in all classrooms.	STAR, Brigance, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, district instructional visits with reflection	STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, district instructional visits with reflection	District and School level funds including Title and SBDM as well as general funds for staffing
		Ensure a clear process for measuring instructional effectiveness based on student data by intentional PLC conversations, individual student goal setting discussions, etc.			
Ensure instruction has a clear outline for annual success through the development and revision of pacing guides as needed					
	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	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	District and School level funds including Title and SBDM as well as general funds for staffing

Goal 1: By May 2028, 80% of Primary students will reach proficiency in reading as measured by STAR benchmark assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 1: By May 2028, 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 1 By May 2025, 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 research-based best practice instruction in all classrooms.	STAR, Brigance, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, district instructional visits with reflection	STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, district instructional visits with reflection	District and School level funds including Title and SBDM as well as general funds for staffing
		Ensure a clear process for measuring instructional effectiveness based on student data by intentional PLC conversations, individual student goal setting discussions, etc.			
		Ensure instruction has a clear outline for annual success through the development and revision of pacing guides as needed			

Goal 1: By May 2028, 80% of Primary students will reach proficiency in math as measured by STAR benchmark assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data	<p>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.</p> <p>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.</p>	<p>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</p>	<p>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</p>	<p>District and School level funds including Title and SBDM as well as general funds for staffing</p>

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, the student population falling below the 25 <sup>th</sup> percentile will be reduced by 5% according to	Design and Deliver Instruction	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	STAR, classroom assessments, classroom observations, PLC discussions, student	STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool	District and School level funds including Title and SBDM as well as general funds for staffing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>STAR assessments in reading and math.</p>		<p>with RTI instructors, create protected instructional time for all students, monitor and modify instruction as needed for students identified for additional services through RTI or Reading Improvement Plans.</p>	<p>goal setting sheets, administration monitoring tool for observations, TAG meeting minutes</p>	<p>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>	<p>STAR, classroom assessments, classroom observations, PLC discussions, student goal setting sheets, administration monitoring tool for observations, TAG meeting minutes</p>	<p>District and School level funds including Title and SBDM as well as general funds for staffing</p>

#### 4: Quality of School Climate and Safety

Goal: By May 2028, 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 2025, 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	Infinite Campus annual reporting of total number of events each year	District and School level funds including Title and SBDM as well as general funds for staffing
		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.	Infinite Campus annual reporting of total number of events each year as well as classroom observations to check for management systems and their effectiveness	Infinite Campus annual reporting of total number of events each year as well as classroom observations to check for management systems and their effectiveness	District and School level funds including Title and SBDM as well as general funds for staffing