

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 <u>Kentucky’s six (6) Key Core Work Processes</u> or another established improvement approach	Describe the actionable steps that will occur 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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).				the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2025 the number of students scoring proficient/distinguished in math will have increased to 72%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023 the number of students scoring proficient/distinguished in math will have increased to 64%.	KCWP 2: Design and Deliver Instruction				
		Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After) iReady pathway Ensure that students understand the success criteria within each learning target. (“Our learning target for today is _____, and we will know we are successful when we _____”)	Data in PLC’s Weekly formatives Standards Mastery Assessment	Principals, Classroom teacher, interventionist	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Classroom usage of research-based programs such as IXL, AR, iReady, common lit, Read Works, Scholastics	PDSA, observations	Principals, interventionist	\$0
		More teacher implementation of Continuous Cohort Improvement (CCI)		Principals, Classroom teacher, interventionist	District
	KCWP 4: Review, Analyze and Apply Data	iReady Diagnostics 3x per year	3x per year with iReady Diagnostics	Principals, Classroom teacher, interventionist	\$0
		Learning Lab/ RtI (Math and Reading STAR), CCI	3x per year with iReady Diagnostics, PDSA	Principals, Classroom teacher, interventionist	\$0

Goal 1 (State your reading and math goal.): By 2025 the number of students scoring proficient/distinguished in math will have increased to 72%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2024 the number of students scoring proficient/distinguished in math will have increased to 68%.	KCWP 2: Design and Deliver Instruction				
		Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After)	Data in PLCs, Weekly formatives, Standards Mastery Assessments	Principals, Classroom teacher, interventionist	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Ensure that students understand the success criteria within each learning target. (“Our learning target for today is _____, and we will know we are successful when we ____”)	Data in PLCs, Weekly formatives, Standards Mastery Assessments	Principals, Classroom teacher, interventionist	\$0
		More teacher implementation of Continuous Cohort Improvement (CCI)	PDSA, observations	Principals, Classroom teacher, interventionist	District
		CCI	PDSA	Principals, Classroom teacher, interventionist	District
	KCWP 4: Review, Analyze and Apply Data				

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2025 the number of students scoring proficient/distinguished in science will have increased to 66%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023 the number of students scoring proficient/distinguished in science will have increased to 58%.	KCWP 2: Design and Deliver Instruction	Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After)	Data in PLC’s Weekly formatives Standards Mastery Assessments	Principals, Classroom teacher, interventionist	\$0
		Ensure that students understand the success criteria within each learning target. (“Our learning target for today is _____, and we will know we are successful when we ____”)	Data in PLC’s Weekly formatives Standards Mastery Assessments	Principals, Classroom teacher, interventionist	0\$
	KCWP 3: Design and Deliver Assessment Literacy	More teacher implementation of Continuous Cohort Improvement (CCI)	PDSA, observations	Principals, Classroom teacher, interventionist	District
	KCWP 4: Review, Analyze and Apply Data	CCI	PDSA	Principals, Classroom teacher, interventionist	District
Objective 2: By 2024 the number of students scoring proficient/distinguished in science will have increased to 62%.					

Goal 2 (State your science, social studies, and writing goal.): By 2025 the number of students scoring proficient/distinguished in science will have increased to 66%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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 2025 the number of economically disadvantaged students scoring proficient/distinguished in math will have increased to 48%	#2 Design and Deliver Instruction	Both reading and math will use iReady resources, assessments, and diagnostics (individualized instruction)	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	District
		Flocabulary/Nearpod	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	6000
		Read 180 for students with IEP	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	48,000
		IXL for math and reading	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	15,000
		Common Lit for reading	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	0
		Student Intervention (ESS Waiver)	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	21,000
		Testing Strategies consistent across all classrooms (RACER, CUBE)	Data in PLC's Weekly formative	Principals, Classroom teacher, interventionist	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Standards Mastery Assessments		
		Success criteria being used in each classroom	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	0
		Rtl STAR time spent with the case manager to review goals and data. A time for students to also self-assess.	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	0
Objective 2: By 2023 the number of economically disadvantaged students scoring proficient/distinguished in reading will have increased to 40%					
		Both reading and math will use iReady resources, assessments, and diagnostics	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	District
	#4 Review, Analyze, and Apply Data Results	Read 180 for students with IEP	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	48,000
		IXL for math and reading	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	15,500
		Common Lit for reading	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	0
		CCI being implemented in all reading and resource classrooms	Data in PLC's Weekly formative Standards Mastery Assessments	Principals, Classroom teacher, interventionist	0
		Success criteria being used in each classroom	Data in PLC's Weekly formative	Principals, Classroom teacher, interventionist	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Standards Mastery Assessments		
Objective 3: By 2024 the number of economically disadvantaged students scoring proficient/distinguished in reading will have increased to 44%					

4: English Learner Progress

Goal 4 (State your English Learner goal.): By the end of the 2025-2026 school year, 100% of EL students will increase their composite score on the ACCESS assessment by at least two performance levels as defined by the English Language Progress Value Tables.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2022-2023 school year, 100% of EL students will increase their composite score on the ACCESS assessment by 0.5.	KCWP 5: Design, Align and Deliver Support The school will put a support system in place to ensure appropriate academic interventions are taking place to meet the needs of students in the ELL/ESL program.				
		Students will be provided with 20 minutes of Imagine Learning four times per week.	Imagine Learning reports. ACCESS results.	Principal, Guidance Counselor, Classroom teacher and EL teacher will collectively monitor EL students data on monthly basis.	District Title I
		Students will set attainable goals with the EL teacher based upon ACCESS results within Ellevation.	Ellevation reports. ACCESS results	Principal, Guidance Counselor, Classroom teacher and EL teacher will collectively monitor EL students data on monthly basis.	District Title III
		Teachers will use Ellevation strategies to assist EL students in reaching their EL goals.	Ellevation reports. ACCESS results	Principal, Guidance Counselor, Classroom teacher and EL teacher will collectively monitor EL students data on monthly basis.	District Title III

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 : By 2024 our Quality of School Climate and Safety will have increased to 68.8%	KCWP 6: Establishing Learning Culture and Environment	MTSS-School Leadership		Principal, Guidance Counselor, Teacher Leadership Team	0
		Difference Makers		Principal, Guidance Counselor, Teacher Leadership Team	0
		LEADS		Principal, Guidance Counselor, Teacher Leadership Team	0
		Sources of Strength		Principal, Guidance Counselor, Teacher Leadership Team	0
		Student Leadership Council		Principal, Guidance Counselor, Teacher Leadership Team	
		Positive Referrals		Principal, Guidance Counselor, Teacher Leadership Team	
Objective 2: By 2023 our Quality of School Climate and Safety will have increased to 72.8%	KCWP 6: Establishing Learning Culture and Environment	MTSS-School Leadership		Principal, Guidance Counselor, Teacher Leadership Team	0
		Difference Makers		Principal, Guidance Counselor, Teacher Leadership Team	0
		LEADS		Principal, Guidance Counselor, Teacher Leadership Team	0
		Sources of Strength		Principal, Guidance Counselor, Teacher Leadership Team	0
		Student Leadership Council		Principal, Guidance Counselor, Teacher Leadership Team	
		Positive Referrals		Principal, Guidance Counselor, Teacher Leadership Team	

6: Postsecondary Readiness (high school only)

7: Graduation Rate (high school only)

8: Other (Optional)

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:
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:
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:
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:
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
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:
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 Response:
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:

Evidence-based Practices

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