

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 school goals include the following:
 - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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
<p>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.</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 that will occur 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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1: By the end of the 2023 school year, Dayton MS will improve the average overall national percentile that students are scoring in grades 7 – 12 on the STAR Reading assessment from 15.3% to 40% and the STAR Math assessment from 37.2% to 60%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average overall national percentile that students are scoring on the STAR Reading assessment from 15.3% to 30% and the STAR Math assessment from 37.2% to 50%	Design and Deliver Instruction	Tiered Interventions – Students are placed into tiered intervention groups during a class period titled “FLEX” in which students are working on skills that are tiered to meet their instructional level.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
	Design and Deliver Instruction	IXL – Students below grade level benchmarks will complete math and reading work in an online program, IXL. This tiered intervention program continuously personalizes instruction for students at their level.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
	Review, Analyze and Apply Data	PLC Meetings – PLC meetings focus on the PDSA cycle. Throughout the cycle, teachers review curriculum, instruction, assessment, data and student work.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
	Design and Deliver Instruction AND Review, Analyze and Apply Data	STAR Testing – Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
	Review, Analyze and Apply Data	NAPD Reporting – teachers will utilize multiple forms of data to determine whether students are	Improved percentages of students meeting grade level		

		scoring at the Novice, Apprentice, Proficient, Distinguished level.	benchmarks on the STAR assessment		
Objective 2					

2: Separate Academic Indicator

<p>Goal 2: By the spring of 2023, Dayton High School will improve the percentage of students scoring P/D on the KPREP On Demand Writing assessment from 56.3 - 75% in 8th grade and 66.3% to 80% in 11th grade; DHS will improve the percentage of students scoring P/D on the KPREP Science assessment from 21.1% to 40% in 8th grade and from 20% to 40% in 11th grade; and 50% of students will score P/D on the new Social Studies KPREP assessment in grades 8 and 11.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Writing Collaborate to increase the percentage of students scoring P/D from 56.3% to 65% in 8th grade and 66.3% to 74% in 11th grade</p>	<p>Design and Deliver Instruction AND Review, Analyze and Apply Data</p>	<p>Demonstrations of Writing -Three times a year students in 7 - 12 will write an argumentative essay three times a year. These responses will be reviewed by teachers and administration to determine strengths, areas of growth and next steps.</p>	<p>Improved On Demand Writing Scores</p>		
	<p>Review, Analyze, and Apply Data</p>	<p>Analyzing Writing – During PLC meetings, teachers and administrators will collaboratively analyze student writing to determine strengths, areas of growth and next steps with writing instruction.</p>	<p>Improved On Demand Writing Scores</p>		
	<p>Design, Align and Deliver Support Processes</p>	<p>The Writing Revolution Book Study – A teacher from each PLC will participate in a book study on Judith Hochman’s book “The Writing Revolution.” These teachers will implement the strategies learned and take the strategies learned back to their PLC’s.</p>	<p>Improved On Demand Writing Scores</p>		
	<p>Establishing Learning Culture and Environment</p>	<p>Common Language and Structures – The ELA department will continue their work to create common language and commonly used</p>	<p>Improved On Demand Writing Scores</p>		

		structures for students in grades 7 – 12.			
	Design and Deliver Instruction	PEEL Paragraph – All teachers will utilize the PEEL paragraph structure when writing paragraphs. ELA teachers will work with content teachers to implement the PEEL paragraph writing in their classes.	Improved On Demand Writing Scores		
Objective 2: Social Studies Collaborate to have 40% of students score P/D on the Social Studies KPREP assessment	Design and Deliver Instruction	Document Based Questions – Students will complete a minimum of one document-based question per quarter in all social studies classes.	Improved percentage of students scoring P/D on the Social Studies KPREP assessment.		
	Design and Deliver Instruction	PEEL Paragraph – Students in all social studies classes will use the PEEL (Point, Evidence, Explain, Link) paragraph writing structure for all writing assignments(essays, document based questions, opening activities, etc.)	Improved percentage of students scoring P/D on the Social Studies KPREP assessment		
Objective 3: Science Collaborate to increase the percentage of students scoring P/D on the KPREP Science assessment from 21.1% to 30% in 8th grade and from 20% to 30% in 11th grade	Design and Deliver Instruction	Read and Use Data - in each unit students will read, interpret, analyze tables, charts, graphs, data and data sets to construct an explanation of the data	Improved percentage of students scoring P/D on the science KPREP assessment		
	Design and Deliver Instruction	Observation Inferences - students will be asked during each unit to observe and make inferences when given a data set.	Improved percentage of students scoring P/D on the science KPREP assessment		
	Design and Deliver Instruction	Support or Refute a hypothesis with Given Data - students will be	Improved percentage of students scoring		

		asked during each unit to use data to support or refute a hypothesis	P/D on the science KPREP assessment		

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
<p>Objective 1: Collaborate to increase the percentage of students with disabilities scoring P/D on the MS KPREP reading assessment from 15.8% to 30%. Collaborate to increase the percentage of students that are Economically Disadvantaged scoring P/D on the HS KPREP reading assessment from 16.7% to 30%</p>	<p>Design and Deliver Instruction</p>	<p>Tiered Interventions – Students are placed into tiered intervention groups during a class period titled “FLEX” in which students are working on skills that are tiered to meet their instructional level. Teachers review data with students, and discuss grades and goals with students during this time.</p>	<p>Increased percentages of students with disabilities scoring P/D on the MS KPREP reading assessment and increased percentage of economically disadvantaged students scoring P/D on the HS KPREP reading assessment</p>		
	<p>Design and Deliver Instruction</p>	<p>STAR Testing – Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.</p>	<p>Increased percentages of students with disabilities scoring P/D on the MS KPREP reading assessment and increased percentage of economically disadvantaged students scoring P/D on the HS KPREP reading assessment</p>		

	Review, Analyze, and Apply Data	PLC Meetings – PLC meetings focus on the PDSA cycle. Throughout the cycle, teachers review curriculum, instruction, assessment, data and student work. During this time, teachers review individual student progress and development	Increased percentages of students with disabilities scoring P/D on the MS KPREP reading assessment and increased percentage of economically disadvantaged students scoring P/D on the HS KPREP reading assessment		
Objective 2:					
Objective 3					

4: Growth

Goal 4: By the spring of 2023, students in grades 7 and 8 at Dayton Middle School will improve the percentage of students scoring proficient and/or distinguished on the CASE assessment from 10% in Math to 50% and from 21% in Reading to 50%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient/distinguished on the CASE assessment from 10% in math to 30% and from 21% in Reading to 40%.	Design and Deliver Instruction	STAR Testing - Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Increase percentages of students scoring P/D on the the CASE assessment and the KPREP math and reading assessment		
	Design and Deliver Instruction	IXL – Students below grade level benchmarks will complete math and reading work in an online program, IXL. This tiered intervention program continuously personalizes instruction for students at their level.	Increase percentages of students scoring P/D on the the CASE assessment and the KPREP math and reading assessment		
	Design and Deliver Instruction	Successmaker - students in grades 7-9 will participate in 15 minutes daily in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.	Increase percentages of students scoring P/D on the the CASE assessment and the KPREP math and reading assessment		
		CASE Testing - Students in grades 7 and 8 will take the CASE assessment three times a year. This test mimics the KPREP assessment and teachers will use the data to assist with instructional decisions.	Increase percentages of students scoring P/D on the the CASE assessment and the KPREP math and reading assessment		
	Design and Deliver Instruction and Review, Analyze and Apply Data	Demonstrations of Writing - Three times a year students in 7 - 12 will write an argumentative essay three	Increase percentages of students scoring		

		times a year. These responses will be reviewed by teachers and administration to determine strengths, areas of growth and next steps.	P/D on the On Demand Writing assessment		
	Review, Analyze and Apply Data	NAPD Reporting - Teachers will utilize multiple forms of data to determine whether students are scoring at the Novice, Apprentice, Proficient, Distinguished level. They will share this data with students and work with students to improve their level of performance.	Increase percentages of students scoring P/D on the the CASE assessment and the KPREP math and reading assessment		
Objective 2					

5: Transition Readiness

Goal 5: By the Spring of 2023, Dayton High School will increase it's Postsecondary Readiness Rate from 62% to 90%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the postsecondary readiness rate from 62% to 75% by the spring of 2022.	Design and Deliver Instruction	ACT Prep – All junior students will participate in a class titled, “ACT Prep.” This class will familiarize students with the ACT and go over effective strategies for taking the English, Math, Reading, and Science sections of the ACT	Increased percentage of students becoming College Ready on the ACT.		
		FLEX RTI – students who are on track to complete three business courses and the Administrative Support pathway exams/certifications will participate in small group exam/certification prep during FLEX time. Senior students who are missing either the Reading or Math ACT benchmark will participate in a KYOTE math and/or Reading prep during FLEX time.	Increased Transition Readiness percentages		
	Design and Deliver Instruction	STAR Testing – all grade levels will participate in STAR testing three times a year to assess current instructional level, which can assist in directing students to career pathways.	Increased Transition Readiness percentages		
	Design and Deliver Assessment Literacy	College Readiness/Career Readiness Assessments – the District ACT will be offered free of charge to all seniors twice a year. KYOTE will be given 4 times a year	Increased Transition Readiness percentages		

		for students to meet benchmarks and the ASK exam will be given four times a year to students in the Administrative Support Pathway. MOS testing will be completed as needed			
	Design, Align and Deliver Support Processes	Transition Readiness Monitoring – The district and school will monitor the various transition readiness opportunities and will update and present numbers quarterly. The School counselor and Dual Credit Advisor are doing regular grade checks with Dual Credit students to monitor grades and make academic plans for students struggling.	Increased Transition Readiness percentages		
		Increase Pathway Options – The school counselor and College and Career Coordinator will research potential new Business/Computer pathways that are approved by KDE. Research how to implement a Skilled Trade program at Dayton High School. They will also continuously monitor post-secondary partnerships for new CTE course opportunities.	Increased Transition Readiness percentages		
Objective 2	Review, Analyze and Apply Data	College and Career Readiness Coordinator – A college and career readiness coordinator will work with individual students to review current academic standing specifically towards College and Career Readiness	Increased Transition Readiness percentages		

6: Graduation Rate

Goal 6: By the spring of 2023, Dayton High School will improve its four year graduation rate from 96.3% to 100%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the four year graduation rate from 96.3% to 98%	Establishing Learning Culture and Environment	Devil Points – Students will be given points for good behavior/grades and can spend those points on rewards.	Increased 4 year Graduation Rate		
	Establishing Learning Culture and Environment	Credit Recovery – Students who have fallen behind with credits will be given the opportunity to recover credits in the online platform.	Increased 4 year Graduation Rate		
	Establishing Learning Culture and Environment	Youth Service Center – A variety of programs will be offered to reduce barriers to learning and provide support for students.	Increased 4 year Graduation Rate		
	Establishing Learning Culture and Environment	Additional Pathways/opportunities – the school counselor and assistant principal will work with KDE and Gateway to research and implement additional career pathways and opportunities for students.	Increased 4 year Graduation Rate		
	Review, Analyze, and Apply Data	Monthly Monitoring – Staff will meet with their FLEX group students once a month to discuss grades/goals and develop a plan to help each student achieve their goals.	Increased 4 year Graduation Rate		
Objective 2					

7: Other (Optional)

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

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:

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? 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.

Response:

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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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:

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.

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) 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 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 [“Documenting Evidence under ESSA”](#) 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
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