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
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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	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 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.

1: Proficiency

Goal 1: By the spring of 2023 Lincoln Elementary School will improve the average overall national percentile that students are scoring in grades 2 - 6 on the STAR Reading assessment from 23% to 43% and the STAR Math assessment from 35% to 55%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Collaborate to increase the overall national percentile on the STAR Reading from 23% to 33%	Design, Align and Deliver Support Processes	**The Science of Reading** - LES is collaborating with The Reading League to provide intentional professional learning on the science of reading. All 24 hours of teachers professional learning at LES will focus on the science of reading such as phonological awareness and phonics	Increased Percentage of Students Scoring P/D on Reading KPREP		
	Establishing Learning Culture and Environment	**Equipped for Reading Success Book Study** - Teachers from LES participated in a book study on the book "Equipped for Reading Success" over the summer. The book focused on the science behind reading and effective instructional practices for teaching reading. Teachers are referencing this book throughout the school year.	Increased Percentage of Students Scoring P/D on Reading KPREP		
	Establishing Learning Culture and Environment	**Individual and Team Coaching** - The Reading League has partnered with LES and they have provided a Reading Instructional Coach who meets with individual teachers and grade level teams. This coach also models lessons for teachers to observe.	Increased Percentage of Students Scoring P/D on Reading KPREP		

		Curriculum Evaluation - LES will be undergoing a curriculum evaluation for the current reading resources being used. Based on the work with The Reading League, teachers will determine which resources and programs are most effective. This evaluation will conclude with the adoption of a new reading series.	Adopted Reading Program prior to next school year AND Increased Percentage of Students Scoring P/D on Reading KPREP		
	Design and Deliver Instruction	Lexia - All students will participate in the Lexia Reading Program for 15 minutes a day/4 days a week. This program continuously personalizes reading instruction for student growth.	Increased Percentage of Students Scoring P/D on Reading KPREP		
		Core Instruction - teachers are currently using Heggerty, Words Their Way, and the Wonders Reading Series for their core reading time. Following the curriculum evaluation, new programs will be determined and implemented that align with the science of teaching reading.	Increased Percentage of Students scoring P/D on Reading KPREP		
Objective 2 Collaborate to increase the overall national percentile on the STAR Math from 35% to 45%	Design and Deliver Instruction	Envisions Math Program - this school year all grade levels (K - 6) will fully implement the Envisions Math Program focusing on problem based learning and visual learning,	Increased Percentage of Students Scoring P/D on Math KPREP		
	Design and Deliver Instruction	Successmaker - all students in grades K - 6 participate in 15 minutes daily in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.	Increased Percentage of Students Scoring P/D on Math KPREP		

	Design and Deliver Instruction	**Math Intervention Specialist** - a Math Intervention Specialist has been hired to provide in class modeling for teachers and provides individual and small group interventions to students.	Increased Percentage of Students Scoring P/D on Math KPREP		

2: Separate Academic Indicator

Goal 2: By the spring of 2023, Lincoln Elementary School will improve the percentage of students scoring Proficient and/or Distinguished on the 4th grade KPREP science assessment from 9.6% to 30%; the percentage of students scoring Proficient and /or Distinguished on the 5th grade KPREP writing assessment from 43.1% to 60%; and the percentage of students scoring P/D on the KPREP Social Studies assessment to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students scoring P/D on the KPREP On Demand Writing assessment from 43.1% to 50%.	Design and Deliver Instruction AND Design and Deliver Assessment Literacy	**Demonstrations of Writing** - Three times a year students in grades K - 3 will write a response to a narrative prompt, informational prompt and an opinion prompt. Students in grades 4 - 6 will write a persuasive essay three times a year. These responses will be reviewed by teachers and administration to determine strengths, areas of growth and next steps.	Increased Percentage of Students Scoring P/D on Writing KPREP		
		Common Language and Writing Structure - Teachers are utilizing early release Wednesday meetings and common planning time to ensure all grade levels and content areas are using common language and common writing structures.	Increased Percentage of Students Scoring P/D on Writing KPREP		
	Design and Deliver Instruction	**Criterion Writing** - Teachers and students at LES are utilizing the online writing tool Criterion to track writing progress and administer writing assignments.	Increased Percentage of Students Scoring P/D on Writing KPREP		
Objective 2	Design, Align, and Deliver Support Processes AND	**Collaboration Team Meetings** - Intermediate science and social	Increased Percentage of Students Scoring		

Collaborate to increase the percentage of students scoring P/D on the KPREP science assessment from 9.6% to 20%. Collaborate to have 40% of students score P/D on the new social studies assessment.	Establishing Learning Culture and Environment	studies teachers will utilize early release Wednesday meetings on science and social studies curriculum instruction and assessment development.	P/D on Science and Social Studies KPREP	
		Curriculum Alignment - Teachers will focus curriculum development on the incorporation of the science and social studies standards into their reading and math instruction. Intermediate teachers will focus their curriculum development on aligning the 4th, 5th, and 6th grade science and social studies curriculum.	Increased Percentage of Students Scoring P/D on Science and Social Studies KPREP	
	Design and Deliver Assessment Literacy	**Assessment Development** - Teachers will utilize early release Wednesday meetings and planning time to develop inquiry based assessments and document based assessments to simulate the 4th grade science assessment and 5th grade social studies assessment.	Increased Percentage of Students Scoring P/D on Science and Social Studies KPREP	
		Program Alignment - Teachers will review the current programs being used for science and social studies and align those resources with the standards and Dayton's curriculum.	Increased Percentage of Students Scoring P/D on Science and Social Studies KPREP	

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 Collaborate to increase the percentage of students with disabilities scoring P/D on the KPREP reading assessment from 18.7% to 30%.	Design and Deliver Assessment Literacy AND Review, Analyze, and Apply Data	**Benchmark Assessments/Next Step Assessments** - every LES student is administered various benchmark assessments three times a year. For those struggling students, additional assessments will be administered to pinpoint specific deficiencies in their learning.	Increased Percentage of Students with disabilities scoring P/D on Reading KPREP		
		Reading Intervention Team - Using multiple sources of student data, the intervention team determines the students that need additional support and interventions. Parents are notified if their child is participating in interventions.	Increased Percentage of Students with disabilities scoring P/D on Reading KPREP		
	Design and Deliver Instruction	**Equipped for Reading Success** - Intermediate teachers will spend 5 - 10 minutes daily building phonological awareness by having whole group instruction using the one minute activities for the Equipped for Reading Success book.	Increased percentage of students with disabilities scoring P/D on Reading KPREP.		
	Design and Deliver Instruction	**Six Step Lesson Plan** - using the Reading League six step lesson plan, special education teachers will	Increased percentage of students with		

		design and implement explicit phonics and phonological awareness lessons to students during their resource time.	disabilities scoring P/D on Reading KPREP.	
Objective 2 Collaborate to increase the percentage of female students scoring P/D on the KPREP math assessment from 14.4% to 30%. Collaborate to increase the percentage of students with disabilities scoring P/D on the KPREP Math assessment from 8.5% to 20%.	Design and Deliver Instruction	**Envisions Math Program** - this school year all grade levels (K - 6) will fully implement the Envisions Math Program focusing on problem based learning and visual learning,	Increased Percentage of Students Scoring P/D on Math KPREP	
		Successmaker - all students in grades K - 6 participate in 15 minutes daily in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.	Increased Percentage of Students Scoring P/D on Math KPREP	
	Design and Deliver Instruction AND Review, Analyze and Apply Data	**Math Intervention Specialist** - a Math Intervention Specialist has been hired to provide in class modeling for teachers and provide individual and small group interventions to students.	Increased Percentage of Students Scoring P/D on Math KPREP	

4: Growth

Goal 4: By the spring of 2023, Lincoln Elementary School will increase the percentage of students meeting grade level benchmarks from 41% to 61% in reading and 57% to 77% in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students meeting grade level benchmarks from 41% to 51% in reading and 57% to 67% in math.	Design and Deliver Assessment Literacy AND Review, Analyze and Apply Data	**Benchmark Assessments/Next Step Assessments** - every LES student is administered various benchmark assessments three times a year. For those struggling students, additional assessments will be administered to pinpoint specific deficiencies in their learning.	Increased Percentage of Students Scoring P/D on Reading and Math KPREP		
		Reading/Math Intervention Team - Using multiple sources of student data, the intervention team determines the students that need additional support and interventions. Parents are notified if their child is participating in interventions.	Increased Percentage of Students Scoring P/D on Reading and Math KPREP		
	Review, Analyze and Apply Data	**Intentional Data Points** - Weekly progress monitoring is administered and the data is reviewed and analyzed every 9 - 11 weeks to determine any needed intervention changes for individual students.	Increased Percentage of Students Scoring P/D on Reading and Math KPREP		
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
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.	☒
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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.

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