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 (State your proficiency goal.):
By Spring of 2025, 85% of all students will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring of 2022, 57% of all students will achieve Tier 1 ("at or above grade level") in reading and 55% in math as measured by iReady.	KCWP 1- Refine our current system for designing and deploying standards in order to ensure that all students are mastering grade level content.	All teachers collaborate to identify priority standards, vertically align curriculum, and adjust assessments and instruction. Initial meetings will occur both after school and during staff work days, and will be accomplished according to the District's Learning Equity & Acceleration Plan (see attached).	District LEAP Plan Curriculum documents Meeting agendas	30-60-90 Day Plan	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
By Spring of 2025, 85% of all students will demonstrate proficiency in writing as measured by schoolwide established grade level benchmarks.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring of 2021, 45% of all students will demonstrate proficiency in writing as measured by schoolwide established grade level benchmarks.	KCWP 2: Refine our system for delivering writing instruction in order to ensure that all students are developing toward proficiency as writers.	The school writing team (composed of school administration and teachers) will meet monthly. The purpose of the team will be to follow up on initial writing training that all teachers received over the summer and serve as teacher leaders in the area of writing. Duties of the team will include establishment of grade level expectations for benchmarking (non-negotiables) and determining timeline for review of writing samples. Throughout the year, the team will also decide appropriate adjustments and/or next steps needed in order to continuously improve. This work will be supported by KDE Continuous Improvement Coaches.	Non-Negotiable Writing Behaviors Student Writing Samples Meeting Agenda and Minutes	30-60-90 Day Plan	

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).

Goal 3 (State your achievement gap goal.):
By Spring of 2025, 85% of students in the reported gap groups of "Hispanic" and "Student with Disabilities" will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2022, 45% of students in the reported gap groups of "Hispanic" and "Student with Disabilities" will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.	KCWP 2: Implement a system for delivering more focused personalized instruction in order to meet the specific needs of students in reported gap groups.	Grade level teams will meet in PLCs (weekly) and data teams (as needed) in order to more accurately track student progress and diagnose skill deficits. Teachers will plan adjustments to instruction and communicate needed support to ESL and Special Education staff.	PLC meeting agendas and minutes Classroom formative and summative assessment results	30-60-90 Day Plan	

4: Growth

Goal 4 (State your growth goal.):
By Spring 2025, 85% of all students will meet "typical" growth goals in reading and math as measured by iReady.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2022, 51% of all students will meet "typical" growth goals in reading and 55% in math as measured by iReady.	KCWP 5: Design, align, and deliver support processes to build a high quality system for MTSS, in order to ensure continuous improvement and success for all students.	The Leadership Team, in collaboration with OVEC, will meet at least monthly to review multiple sources of data. The team will work together to improve the quality of Tier 1 instruction, establish timelines for delivery of MTSS services (RTI, behavior data, attendance, etc.), and determine appropriate supports based on the data.	Data Analysis MTSS agenda and minutes RTI Plan	30-60-90 Day Plan	