

## 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

<b>Goal:</b> 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 <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> ).	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 Reading and math proficiency will increase 25% points from 2020 to 2024, according to state assessment data, 64.6% to 89.6%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in Reading will increase by 25% points, with targeted improvement of 6.5% points annually	Key Core Work Process 1: Design and Deploy Standards	The CAO, School principals and instructional coaches will lead the work on core instruction (Tier I) that includes: Training, prioritizing standards and deconstructing standards, including identifying the rigor of each standard.	Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, will be used to gauge progress	Benchmark Checks—August, December and March  Unit Analysis – Monthly in PLC Meetings and designated work days  Walkthroughs – Daily- with regular feedback	
		Training on teaching and incorporating Literacy Strategies into content material provided by PEBC. Using Workshop Model, lessons are designed for students to be active in the learning when material is gradually released	Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, will be used to gauge progress	Benchmark Checks—August, December and March  Unit Analysis – Monthly in PLC Meetings and designated work days  Walkthroughs – Daily- with regular feedback	
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms. (Examples include Kagan, High Impact strategies, etc.)	Teaching strategies sign in sheets and implementation data, Google survey data, KPREP data	Monthly: Principal walk-throughs, coaching sessions and district implementation and impact checks	Title funds, RLI funds, ESSER funds
		Incorporate instruction on basic reading skills, literacy strategies and writing into all content areas. A writing piece that walks students through the writing process will come from all content areas except Math	PLC meeting observation data, PLC continuum	Unit Analysis – Monthly in PLC Meetings and designated work days  Walkthroughs – Daily- with regular feedback	

Goal 1 Reading and math proficiency will increase 25% points from 2020 to 2024, according to state assessment data, 64.6% to 89.6%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC meeting observation data, PLC continuum	Weekly: Principals and instructional coaches observe and provide feedback	
Objective 2 The percentage of students scoring proficient and distinguished in mathematics by 25% points, with targeted improvement of 6.5% points annually: JEBMS 49.9% to 74.9%	Key Core Work Process 1: Design and Deploy Standards	Various training for core instruction (Tier I) that includes: Content training, prioritizing standards ,and deconstructing standards, including identifying the rigor of each standard.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	Title funds, Section 6
		School leaders and instructional coaches will ensure curriculum (texts, tasks, etc.) are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans.	Walk-through data, lesson study data, observation data	Ongoing: Principals and instructional coaches will review lessons/tasks and provide feedback. District implementation and impact checks.	Section 6, Title funds, ESSER funds
	Key Core Work Process 3: Design and Deliver Assessment Literacy	All instructional coaches and representatives from each school will receive training on providing high-impact instruction to vulnerable populations, including special education and EL student. They will share strategies with all teachers. MTSS training district-wide.	Attendance at professional learning, reflections, implementation of strategies.	Observation data, formative assessment data, STAR, and additional data (per identified group)	Title funds, district funds, ESSER funds

Goal 1 Reading and math proficiency will increase 25% points from 2020 to 2024, according to state assessment data, 64.6% to 89.6%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC continuum, PLC observation data	Weekly: Principals and instructional coaches observe and provide feedback Quarterly: CAO attends PLC meetings and provides feedback	\$0
		PLCs/Data Teams will analyze the current reality of their PLC/Data Teams and identify next steps in moving to more effective teams.	PLC continuum	Ongoing: Principals and instructional coaches will provide feedback	\$0

## 2: Separate Academic Indicator

Goal 2 Proficiency will increase in writing, science, and social studies by 25-30% points from 2020 to 2024, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in writing will increase by 30% points: JEBMS 29.4% to 59.4%	Key Core Work Process 2: Design and Deliver Instruction	Various training for core instruction in writing that includes: Content training, how to effectively teach writing at all grade levels, across all disciplines, and writing rubrics.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	Title funds, Section 6 funds, ESSER funds
		School leaders, instructional coaches, and teachers will ensure they have writing policies and plans that is aligned to all writing standards and vertically aligned. It will include writing across the curriculum in every content area and writing rubrics.	Completion and implementation of writing plan at each level.	Ongoing: Observations by school leaders and instructional coaches, writing progress (identified on rubrics)	District funds (Possibly subs for teacher teams), Title funds, ESSER funds
		Student work will be analyzed in PLCs/Data Teams and teachers will provide effective feedback to move learning forward.	PLC/Data Team minutes will show progress is being made throughout the year	Ongoing: All teachers, instructional coaches, and school leaders will review data to monitor progress	\$0
Objective 2: The percentage of students scoring proficient and distinguished in social studies will increase by 25-30% points: JEBMS 63.6% to 93.6%	Key Core Work Process 2: Design and Deliver Instruction	Social Studies teachers will participate in training on inquiry-based instruction aligned to new Social Studies standards with Dr. Jana Kirchner. They will be provided time to begin planning units with Dr. Kirchner's support.	Attendance at training and implementation of strategies.	Instructional coaches will provide support and feedback on the implementation and impact of strategies.	Title funds, Section 6 funds
		PLC/Data Teams will have ongoing weekly conversations about standards and student learning	PLC /Data Team data		

Goal 2 Proficiency will increase in writing, science, and social studies by 25-30% points from 2020 to 2024, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: The percentage of students scoring proficient and distinguished in science will increase by 25-30% points: JEBMS 25% to 55%	Key Core Work Process 2: Design and Deliver Instruction	Science teachers will participate in training on instruction aligned to science standards (STEM) with science experts.	Attendance at trainings, reflections, observation data	Instructional coaches will follow-up with teachers to support implementation and resources.	ESSER funds
		PLC/Data Teams will have ongoing weekly conversations about standards and student learning	PLC /Data Team data		

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 Students with IEPs will increase proficiency by 5% points annually, totaling a 20% point increase by 2024: Reading Middle: 24.7% to 44.7% Math Middle: 24.7% to 44.7%	Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	STAR reports, common formative assessments, PLC/Data Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.	
		Implementation and Impact checks will occur district-wide in order to provide specific feedback around equity, differentiation, effective instruction, etc.	Implementation and Impact checks documents	Ongoing: district teams will complete Implementation and Impact checks district-wide and provide coaching and feedback. Instructional coaches will follow-up and continue support in each building.	
	Key Core Work Processes 5 and 6: Design, Align, Deliver, and Support Processes and Establish a Learning Culture and Environment.	All teachers will be trained over the course of four years in Trauma Informed Care.	Teacher attendance, varied approaches to supporting students, shift from a punish mindset to a training mindset, reduction in behavior incidences and increased mental health counseling	Ongoing: School and district leadership teams will monitor implementation and support teachers throughout their learning.	IDEA funds, Title funds



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Students who are economically disadvantaged will increase proficiency by 5% points annually, totaling a 20% point increase by 2024. Reading Middle: 54.7% to 74.7% Math Middle: 47% to 67% Writing Middle: 26.5% to 46.5%	Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	STAR reports, common formative assessments, PLC/Data Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement	
		Training on teaching and incorporating Literacy Strategies into content material provided by PEBC. Using Workshop Model, lessons are designed for students to be active in the learning when material is gradually released  Teachers use relevant tasks to create opportunities for student discussion.  Using Authentic tasks that allow students to acquire and apply their knowledge, skills, and habits of mind.	Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress	Unit Analysis – Monthly in PLC Meetings and designated work days  Walkthroughs – Daily  Data Teams – Biweekly in PLC Meetings and designated work days	
Objective 3					

4: Growth

Goal 4 : Allen County Schools will increase the indicator score for Growth by 8% points from 2020 to 2024, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The middle school growth indicator score will increase from 58.3 to 66.3.	Key Core Work Process 2: Design and Deliver Instruction	Processes are in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success	Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress	Benchmark Checks—August, December and March  Unit Analysis – Monthly in PLC Meetings and designated work days  Walkthroughs – Daily	
		Schools will be trained on MTSS and provide tiered interventions to provide differentiation of instruction aligned to student needs. Tiered services will be based on student mastery of standards of reading, writing, and math, and will change often.	Evidence of data-driven decision making, Intervention plans, improvement of Tier I instruction	Weekly: PLC/Data Team meetings will reflect data-driven decisions and differentiated instruction based on student needs.	ESSER funds
		Teachers will develop formative assessments throughout the unit to monitor student learning/progress and re-teach learning targets to increase student learning. Units will include "pause" days to foster deeper learning and help learners who are struggling. Practice work will not be graded and students who perform poorly on end of unit assessments will go back, study, and retake tests to show mastery of learning targets	Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress		

Goal 4 : Allen County Schools will increase the indicator score for Growth by 8% points from 2020 to 2024, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					

5: Transition Readiness

Goal 5: Student will demonstrate organization, study skills and positive mindset in order to participate successfully in academic classes and make transition to next level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: All students and teachers will differentiate between growth and fixed mindset in order to set goals to improve routines and learning.	Key Core Work Process 5: Design, Deliver, and Support	Student Leadership team will be working with Ms. Mann, Ms. Krisher and Mr. Porter to address concerns and barriers to learning with students. They will develop activities to introduce topics to students.	Good Learner Survey and Mindset surveys.	3 times yearly	
		Opportunities for students to see need for transition skills, such as Reality Store, Operation Preparation and Technical Center tours.	Good Learner Survey and Mindset surveys.		
		Increase the number of students identified as career-ready by reviewing data and intervening early for those not making progress.	CCR coach develops, maintain, and share data to monitor progress.	Quarterly data review to ensure progress is on track and goals are being met.	\$0
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:
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

Targeted Subgroups and Evidence-Based Interventions:		
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>		
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
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>



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
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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