

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. <i>Six Sigma</i> , <i>Shiple</i> y, <i>Baldrige</i> , 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 2025, students scoring proficient/distinguished in reading will increase to 77.9% and in math to 68.1%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in reading will increase from 69.6% to 71%.	RTI Implementation- teachers and counselors will identify the individual needs and readiness of students and provide the necessary interventions based upon that data. Data will be collected through iReady, KPREP, formative and summative assessments. Teachers will meet with administration to examine the iReady/KPREP projected proficiency report and to identify the students that are projected to score novice and apprentice. KCWP1/KCWP2/KCWP4	Enhancement classes- students that are below grade level in the areas of reading and writing will be identified based on data and be provided one period of instruction a day designed to meet the specific learning needs of the students.	Analyzing student iReady data, specifically those who are below grade level to determine if short term and long term goals have been met; this will be monitored on a weekly, monthly and quarterly basis.	Monitored by administration, counselors, ESS coordinator and all teachers.	General fund, Title ESS, and ESSER funds
		Reading and intervention teachers. Acitivity:KCWWP4/KCWP5	PLC Agendas, walkthrough data and professional learning opportunities.		
Objective 2 By 2022, students scoring proficient/distinguished in	RTI Implementation- teachers and counselors will identify the individual needs and readiness of students and	Enhancement classes- students that are below grade level in the areas of Math will be identified based on data and be provided one period of	Analyzing student iReady data, specifically those who are below grade level	Monitored by administration, counselors, ESS coordinator and all teachers.	General fund, TitleI, ESS, and ESSER funds

Math will increase from 56.2% to 58.2%.	provide the necessary interventions based upon that data. Data will be iReady, KPREP, formative and summative assessments. Teachers will meet with administration to examine the iReady/KPREP projected proficiency report and to identify the students that are projected to score novice and apprentice. Category: KCWP1/KCWP@/KCWP4	instruction a day designed to meet the specific learning needs of the students. Reading and Math Intervention teachers. Acitivty:KCWWP4/KCWP5	to determine if short term and long term goals have been met; this will be monitored on a weekly, monthly and quarterly basis. PLC Agendas, walkthrough data and professional learning opportunities.		

2: Separate Academic Indicator

Goal 2 By 2025, students scoring proficient/distinguished in Science will increase to 52.9%, to 76.4% in Social Studies, and to 59.1% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, students scoring proficient/distinguished in Science will increase from 35.3% to 38.2%.	Design and Deploy standards classroom activities. KCWP1	Ensure curricular alignment reviews are on ongoing action of the PLC’s planning process.	Analyzing student data (common assessments, KPREP data), PLC minutes and walkthrough data.	Administration and Science teachers	General Funds
		Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets and assessment measures.	PLC Minutes	Administration and Science teachers	General Funds
	PLC’s- teachers will meet on a monthly basis to discuss formative and summative assessments, curriculum alignment and instructional strategies both at the local and district level.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards by the way of peer observations, formal and informal observations, classroom data and standards mastery checks. Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases and arrival at standards mastery.	Analyzing student data (common assessments, KPREP data), PLC minutes and walkthrough data.	Administration and Science teachers	General Funds

		Provide opportunities at the district level for all Science teachers to collaborate			
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.			
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.			
Objective 2 By 2022, students scoring proficient/distinguished in Social Studies will increase from 67.6% to 69.1%.	PLC's- teachers will meet on a monthly basis to discuss formative and summative assessments, curriculum alignment and instructional strategies both at the local and district level.	Ensure curricular alignment reviews are on ongoing action of the PLC's planning process.	Analyzing student data (common assessments, KPREP data), PLC minutes and walkthrough data.	Administration and Social Studies teachers	General Funds
		Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets and assessment measures. Ensure monitoring measures are in place to support high fidelity in teaching to the standards by the way of peer observations, formal and informal observations, classroom data and standards mastery checks.	PLC Minutes	Administration and Social Studies teachers	General Funds

		<p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases and arrival at standards mastery.</p> <p>Provide opportunities at the district level for all Science teachers to collaborate</p> <p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p>			
<p>Objective 3</p> <p>By 2022, students scoring proficient/distinguished in On Demand Writing will increase from 43.8% to 46.4%.</p>	<p>PLC's- teachers will meet on a monthly basis to discuss formative and summative assessments, curriculum alignment and instructional strategies both at the local and district level.</p>	<p>Ensure monitoring measures are in place to support high fidelity in teaching to the standards by the way of peer observations, formal and informal observations, classroom data and standards mastery checks.</p> <p>Ensure that vertical curriculum mapping is occurring to identify</p>	<p>Analyzing student data (common assessments, KPREP data), PLC minutes and walkthrough data.</p>	<p>Administration and LA teachers</p>	<p>General Funds</p>

		<p>instructional gaps, including planning for the introduction of the standard, development and gradual release phases and arrival at standards mastery.</p> <p>Provide opportunities at the district level for all LA teachers to collaborate</p> <p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p>			

3: Achievement Gap By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase to 48.7% and to 37.5% in Math.

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 2022 Students with Disabilities scoring proficient/distinguished in Reading will increase from 29.5% to 32.7%.	Our school will collaborate to understand relevant state and local data points and how this data applies to novice reduction goals. Category: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5	Instructional Lead Team Training- Team Leaders and administration will work with teachers and district personnel to enhance knowledge on specific skills that will help reduce novice/apprentice student performance. KCWP1/KCWP2/KCWP3/KCWP4 /KCWP5/KCWP6	Analyzing student data on common assessments, iReady growth and KPREP scores	Team leaders, administration, all teachers monitoring data monthly, quarterly and annually	General Funds, ESSER funds	
	RTI Interventions- students identified one grade level or more below grade level or more below grade level will be placed in an RTI class to provide additional support to improve student reading and math goals. Both the regular education teacher and an ESS teacher will provide the interventions.	Students identified as one or more grade levels below their reading and math level based upon iReady scores will be placed in an RTI class as part of their instruction. Students will receive individualized support during this process. KCWP1/KCWP2/KCWP3/KCWP4 /KCWP5	Analyzing student data in RTI classes, iReady growth	ESS teachers, Reading teachers monitoring data weekly, monthly, quarterly and annually	ESS and ESSER Funds	
	Provide extended time for students identified as	Through the ESS Program, students will attend an				

	special education or RTI in Reading.	intervention class specifically for Reading and taught by a certified Reading teacher once a week for 45 minutes. KCWP1/KCWP2/KCWP3/KCWP4 /KCWP5			
Objective 2 By 2022, Students with Disabilities scoring proficient/distinguished in Math will increase from 14.1% to 18%.	Our school will collaborate to understand relevant state and local data points and how this data applies to novice reduction goals. Category: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5	Instructional Lead Team Training- Team Leaders and administration will work with teachers and district personnel to enhance knowledge on specific skills that will help reduce novice/apprentice student performance. KCWP1/KCWP2/KCWP3/KCWP4 /KCWP5/KCWP6	Analyzing student data on common assessments, iReady growth and KPREP scores	Team leaders, administration, all teachers monitoring data monthly, quarterly and annually	General Funds and ESSER funds
	RTI Interventions- students identified one grade level or more below grade level or more below grade level will be placed in an RTI class to provide additional support to improve student reading and math goals. Both the regular education teacher and an ESS teacher will provide the interventions.	Students identified as one or more grade levels below their reading and math level based upon iReady scores will be placed in an RTI class as part of their instruction. Students will receive individualized support during this process. KCWP1/KCWP2/KCWP3/KCWP4 /KCWP5	Analyzing student data in RTI classes, iReady growth	ESS teachers, Math teachers monitoring data weekly, monthly, quarterly and annually	ESS and ESSER funds
		Through the ESS Program, students will attend an intervention class specifically for Math and taught by a certified Reading teacher once a week for 45 minutes.			

		KCWP1/KCWP2/KCWP3/KCWP4 /KCWP5				
Objective 3						

4: Growth

Goal 4 By 2025, the Growth rate for all students in Reading and Math will increase from to 65.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, the Growth rate for all students in Reading and Math will increase from 53.5 to 55.8.	Ensure Congruency is present between standards, learning targets and assessment measures.	Review student data in PLCs to best determine instruction for individual students.	iReady Scores, common assessments, student work and analyzing data in PLCs	Administration and Math and Reading teachers	General Fund and Title 1
		One on one Student Conferencing over Common Assessments, iReady scores and KPREP scores.	Student conferencing form	Administration and Math and Reading teachers	General Fund and Title 1
	Instructional Strategies	Teachers will use stations and a co-teacher model in order to address individual skills as well as grade level standards.	Walkthrough Data PLC minutes	District Administration, Administration and Teachers	General Fund and Title 1
		Use of vocabulary.com	Data from programs	Administration and Teachers	General Fund and Title 1 Funds
	RTI Interventions- students identified one grade level or more below grade level or more below grade level will be placed in an RTI class to provide additional support to improve student reading and math goals. Both the regular education teacher and an ESS teacher will provide the interventions.	Students identified as one or more grade levels below their reading and math level based upon iReadycorres will be placed in an RTI class as part of their instruction. Students will receive individualized support during this process. KCWP1/KCWP2/KCWP3/KCWP4/KCWP5	Analyzing student data in RTI classes, iReady growth	ESS teachers, Reading teachers monitoring data weekly, monthly, quarterly and annually	ESS Funds
Objective 2					

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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.	<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
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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