

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, 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: By 2025, students scoring proficient/distinguished in Reading will increase to 70.5% and in Math to 62.6%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Objective 1: By 2022, students scoring proficient/distinguished in Reading will increase from 59.5% to 61.3% and in Math will increase from 48.6% to 50.9%.	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards. They will work to identify individual needs and readiness of students and provide necessary interventions. •KCWP 4: Review, Analyze and Apply Data	Collect data through iReady, state assessments, formative and summative assessments.	Students recording growth goals, iReady reports, Goal setting sheets, % completion in programs PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funds
		Enhancement Classes will address students that are below grade level in areas of reading and writing and will be identified based on on-going data trends for assessments.			General Funds, Title, ESS and ESSER funds
	Math and Reading- 1.5 positions will be hired to address concerns lowering class size. They will identify students that are not on grade level for math and reading based on state assessment results, iReady testing and school wide common assessments. KCWP1/KCWP2/KCWP3/KCWP4/KCWP 5	We will use Title I funds to secure additional positions. These staff members will work with students in smaller groups, provide MTSS interventions and collaborate on a regular basis with other content teachers. Additionally, teachers will use programs such as iXL and Moby Max to enhance the core instruction of both Reading and Math. Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5	Analyzing and monitoring student data to determine if interventions are adequately helping students that are below their grade level in math and reading	Monitored by administration team, team leaders, teachers, monthly	Title I Funds
	Common Assessments- Teachers will collaborate on a regular basis to create pre and post-assessments that are used consistently in the same grade/content classes. Category: KCWP1/KCWP4	Professional Learning Communities will meet twice a month that focus on common assessments that have been given and determine what instruction can change based on the outcomes. Activity: KCWP1/KCWP2/KCWP4	PLC notes that reflect teachers analyzing data, and the utilization of common assessments	Monitored by administration team and team leaders, monthly	General Funds

	<p>Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards. They will work to identify individual needs and readiness of students and provide necessary interventions.</p> <p>•KCWP 4: Review, Analyze and Apply Data</p>	<p>Collect data through iReady, state assessments, formative and summative assessments.</p>	<p>Students recording growth goals, iReady reports, Goal setting sheets, % completion in programs</p> <p>PLC agendas, walkthrough data and professional learning opportunities.</p>	<p>Monitored by administration team and teachers, monthly</p>	<p>General Funds</p>
		<p>Enhancement Classes will address students that are below grade level in areas of reading and writing and will be identified based on on-going data trends for assessments.</p>			<p>General Funds, Title, ESS and ESSER funds</p>
	<p>Math and Reading- 1.5 positions will be hired to address concerns lowering class size. They will identify students that are not on grade level for math and reading based on state assessment results, iReady testing and school wide common assessments.</p> <p>KCWP1/KCWP2/KCWP3/KCWP4/KCWP 5</p>	<p>We will use Title I funds to secure additional positions. These staff members will work with students in smaller groups, provide MTSS interventions and collaborate on a regular basis with other content teachers. Additionally, teachers will use programs such as iXL and Moby Max to enhance the core instruction of both Reading and Math.</p> <p>Activity: KCWP1/KCWP2/KCWP3/KCWP4/KCWP5</p>	<p>Analyzing and monitoring student data to determine if interventions are adequately helping students that are below their grade level in math and reading</p>	<p>Monitored by administration team, team leaders, teachers, monthly</p>	<p>Title I Funds</p>
	<p>Common Assessments- Teachers will collaborate on a regular basis to create pre and post-assessments that are used consistently in the same grade/content classes.</p> <p>Category: KCWP1/KCWP4</p>	<p>Professional Learning Communities will meet twice a month that focus on common assessments that have been given and determine what instruction can change based on the outcomes.</p> <p>Activity: KCWP1/KCWP2/KCWP4</p>	<p>PLC notes that reflect teachers analyzing data, and the utilization of common assessments</p>	<p>Monitored by administration team and team leaders, monthly</p>	<p>General Funds</p>

2: Separate Academic Indicator:

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 17.4% to 39.9%, from 51.3% to 64.6% in Social Studies, and from 28.3% to 47.9% in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, students scoring proficient/distinguished in Science will increase from 17.4% to 21.2%.	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards •KCWP 4: Review, Analyze and Apply Data	Implementing with Fidelity iReady and PEG writing for Progress monitoring	Students recording growth goals, iReady reports, Goal setting sheets, % completion in programs PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funding
	OD Writing Checklist – Students will peer conference and teachers will student conference with 30 pt checklist •KCWP 1•KCWP 2•KCWP 4	Role model and peer model Checklist; visit schools that have implemented	Student growth in writing per iReady and PEG reports, Checklist growth scores PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funding
	KSI interventions for student below proficiency benchmark •KCWP 1•KCWP 2•KCWP 4	Tri-annual PEG writing prompts for mastery demonstrations for students	Meeting PEG benchmarks by students	Monitored by administration team and teachers, monthly	General Funding
Objective 2: By 2022, students scoring proficient/distinguished in Social Studies will increase from 51.3% to 53.5%.	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards •KCWP 4: Review, Analyze and Apply Data		Students recording growth goals, iReady reports, Goal setting sheets, % completion in programs. PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funding
	Implementation of research-based programs for interventions and growth •KCWP 1•KCWP 2•KCWP 4	Implementing with fidelity district wide science research-based program	Progress monitoring growth of content by students per program	Monitored by administration team and teachers, monthly	General and District Funds

	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards •KCWP 4: Review, Analyze and Apply Data		Students recording growth goals, iReady reports, Goal setting sheets, % completion in programs PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funding
Objective 3: By 2022, students scoring proficient/distinguished in On Demand Writing will increase from 28.3% to 31.6%.	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards •KCWP 4: Review, Analyze and Apply Data	Teachers will develop and follow the new writing policy and roadmap for JTA. Students will peer correct and utilize the 30 point checklist to ensure all parts are being mastered in the writing process.	Students recording growth goals, iReady reports, Goal setting sheets, % completion in programs PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funding

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: By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 24% to 44.7% and from 20% to 41.8% in Math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, Students with Disabilities scoring proficient/distinguished in Reading will increase from 24% to 27.5%.	Teachers will identify the individual needs and readiness of students and provide the necessary interventions based upon that data. Data will be collected through iReady, state assessments, and formative and summative assessments. Teachers will meet with administration to examine the iReady/KSA projected proficiency report and to identify the students are projected to score novice and apprentice. Category: KCWP1/KCWP2/KCWP4	Reading and special education teachers provide additional interventions to students that score below grade level on KSA and iReady testing. Teachers will utilize the iXL and iReady system that assist identified students with reading comprehension strategies, academic vocabulary and writing skills. Activity: KCWP4/KCWP5	Student growth in reading and math according to iReady, iXL PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funding
	Special Education teachers will utilize progress monitoring data with case load students to ensure growth	Once a week Special Ed teachers will gather progress monitoring evidence and growth data.	Student growth in reading and math according to iReady, iXL	Monitored by administration team and teachers, monthly	N/A
	Teachers will identify the individual needs and readiness of students and provide the necessary interventions based upon that data. Data will be collected through iReady, KSA, and formative and summative assessments. Teachers will meet with administration to examine the iReady/KSA projected	Teachers will use MobyMax and other research-based programs for intervention and acceleration in the areas of reading. These programs will be able to identify where students are in regards reading, provide the right content/skills to help them to continue show academic growth in reading. Activity: KCWP1/KCWP2/KCWP3/KCP4/PCWP5	Analyze and discuss student data to determine if all students are showing growth; weekly basis PLC agendas, walkthrough data and professional learning opportunities.	All Teachers	General Funds

	proficiency report and to identify the students are projected to score novice and apprentice. Category: KCWP1/KCWP2/KCWP4	Reading and special education teachers provide additional interventions to students that score below grade level on K-Prep and iReady testing. Teachers will utilize the iXL and iReady system that assist identified students with reading comprehension strategies, academic vocabulary and writing skills. Activity: KCWP4/KCWP5	Student growth in reading and math according to iReady, iXL PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funding
Objective 2: By 2022, Students with Disabilities scoring proficient/distinguished in Math will increase from 20% to 23.6%.					
	Teachers will identify the individual needs and readiness of students and provide the necessary interventions based upon that data. Data will be collected through iReady, KSA, and formative and summative assessments. Teachers will meet with administration to examine the iReady/KSA projected proficiency report and to identify the students are projected to score novice and apprentice. Category: KCWP1/KCWP2/KCWP4	Math teachers and special education teachers will provide additional interventions to students that score below grade level on KSA and iReady testing in the area of math. Teachers will utilize iXL and iReady system that assist identified students with math reasoning and math skills. Activity: KCWP4/KCWP5	Student growth in reading and math according to iReady, iXL PLC agendas, walkthrough data and professional learning opportunities.	Monitored by administration team and teachers, monthly	General Funding
	Special Education teachers will utilize progress monitoring data with case load students to ensure growth	Once a week Special Ed teachers will gather progress monitoring evidence and growth data.	Student growth in reading and math according to iReady, iXL	Monitored by administration team and teachers, monthly	N/A

4: Growth

Goal 4 : By 2025, the Growth rate for all students in Reading and Math will increase from 56.3 to 67.3					
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 56.3 to 58.5.	•KCWP 4: Review, Analyze and Apply Data	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards	iReady scores, common assessments, analyzing student work in PLCs	Administration, Teachers	General Funds
	•KCWP 2: Design and Deliver Instruction •KCWP 4: Review, Analyze and Apply Data	*Alignment of standards, learning targets, and assessment measures *Increase communication with parents regarding placement and progress in intervention support systems *Vertical alignment and curriculum mapping is occurring to identify instructional gaps and standard mastery *Professional development in research-based teaching strategies and practices	iReady scores, common assessments, analyzing student work in PLCs	Administration, Teachers	General Funds
		Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards	iReady scores, common assessments, analyzing student work in PLCs	Administration, Teachers	General Funds
	•KCWP 2: Design and Deliver Instruction	*Alignment of standards, learning targets, and assessment measures *Increase communication with parents regarding placement and progress in intervention support systems *Vertical alignment and curriculum mapping is occurring to identify instructional gaps and standard mastery *Professional development in research-based teaching strategies and practices	iReady scores, common assessments, analyzing student work in PLCs	Administration, Teachers	General Funds
Objective 2 By 2022, JTA Middle School will increase all EL students by 1.25 each year as	•KCWP 4: Review, Analyze and Apply Data	Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards	iReady scores, common assessments, analyzing student work in PLCs	Administration, Teachers	General Funds

measured by testing results obtained by ACCESS results.	<ul style="list-style-type: none"> •KCWP 2: Design and Deliver Instruction •KCWP 4: Review, Analyze and Apply Data 	<ul style="list-style-type: none"> *Alignment of standards, learning targets, and assessment measures *Increase communication with parents regarding placement and progress in intervention support systems *Vertical alignment and curriculum mapping is occurring to identify instructional gaps and standard mastery *Professional development in research-based teaching strategies and practices 	iReady scores, common assessments, analyzing student work in PLCs	Administration, Teachers	General Funds
		Progress Monitoring – Teachers will utilize research –based tools to monitor student growth in skills and standards	iReady scores, common assessments, analyzing student work in PLCs	Administration, Teachers	General Funds
	<ul style="list-style-type: none"> •KCWP 2: Design and Deliver Instruction 				
		<ul style="list-style-type: none"> *Alignment of standards, learning targets, and assessment measures *Increase communication with parents regarding placement and progress in intervention support systems *Vertical alignment and curriculum mapping is occurring to identify instructional gaps and standard mastery *Professional development in research-based teaching strategies and practices 	iReady scores, common assessments, analyzing student work in PLCs	Administration, Teachers	General Funds

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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