

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>ShIPLEy</i> , <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 from 29.8% to 48.9%. By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2022, students scoring proficient/distinguished in Reading will increase from 29.8% to 33%.	<i>KCWP 2: Design and Deliver Instruction</i>	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> Reading comprehension strategies Kagan cooperative learning strategies	Walk through data	Weekly	PD Title I
		iReady – iReady diagnostics will be utilized three times yearly (could be full assessment or screener). Data will be analyzed by scale score and percentile and small group skill-based activities will be developed for small group reading instruction and for the 45 minute enrichment period	iReady Reports PLC minutes Lesson plans	iReady diagnostics – Fall, 2021, Winter, 2021, Spring, 2022 Monitoring - Weekly	PPA
		Student Progress Monitoring-iReady scores will measure gains three times yearly (could be full assessment or screener); however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in reading will be placed in the RTI/KSI process.	iReady reports KSI Progress Monitoring data	iReady diagnostics – Fall, 2021, Winter, 2021, Spring, 2022 Monitoring - Weekly	

Goal 1:

By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.

By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Admin Walk Throughs – Admin and ISD staff will participate in weekly walk throughs providing feedback to individual teachers and conferencing to plan next steps and follow-up from conference. PLCs will determine areas of focus and goals based on that data.	Walk through data PLC minutes	Weekly	
	KCWP 1	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. <ul style="list-style-type: none"> Pacing guides, HCS Curriculum Maps Lesson planning stored on team drives Alignment to resources (Reading Street, Lexia, Ready Common Core, Reflex, etc.)	Completed pacing guides Lesson plans PLC minutes	Quarterly	
		Walk-Throughs/Fidelity Checks – Admin will conduct walk-throughs, fidelity checks, mini-observations or formal observations weekly (a combination of at least 5 per day) to monitor implementation of strategies developed by each PLC.	Walk Through data Fidelity check data Mini-observation data Lesson plans	Weekly	
		Ensure that students and staff have	Walk through data	Weekly	KETS

Goal 1:

By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.

By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		access to 21 st Century technology resources and tools to enhance reading instruction and promote student engagement.	Google Educator Certifications SAMR		Title 1
	KCWP 5	Enrichment Period – After evaluating individual iReady results, teachers will group students by strand for the 45 minute enrichment period and assess according to the content delivered. Teachers will implement intervention programs (Lexia, iReady, etc.). Title I assistants will be used to reduce group size to aid teachers in delivering effective instruction.	iReady Reports Lesson Plans		
		iReady – All teachers will utilize iReady and related materials as part of the independent centers rotations in small group reading. Additionally, when visiting the computer lab, students will alternate between reading and math iReady.	iReady Reports Lesson Plans	Weekly lesson plan checks	Title I
		Flexible small groups in reading instruction – For reading groups, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Lesson Plans PA/Phonic Continuums, standards assessments	Weekly lesson plan checks PA/Phonics Continuum	Title I

Goal 1: By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%. By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Title I instructional assistants will be utilized to reduce group size to aid teachers in delivering effective instruction.			
Objective 2: By Spring 2022, students scoring proficient/distinguished in Math will increase from 25% to 28.4%.	KCWP 2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> Math concrete to abstract strategies Kagan cooperative learning strategies	Walk through data	Weekly	PD Title I
		iReady – iReady diagnostics will be utilized three times yearly (could be full assessment or screener). Data will be analyzed by scale score and percentile and small group skill-based activities will be developed for small group reading instruction and for the 45 minute enrichment period	iReady Reports PLC minutes Lesson plans	iReady diagnostics – Fall, 2021, Winter, 2021, Spring, 2022 Monitoring - Weekly	PPA
		Student Progress Monitoring-iReady scores will measure gains three times yearly (could be full assessment or screener); however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in	iReady reports KSI Progress Monitoring data	iReady diagnostics – Fall, 2021, Winter, 2021, Spring, 2022 Monitoring - Weekly	

Goal 1: By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%. By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		reading will be placed in the RTI/KSI process.			
		Admin Walk Throughs – Admin and ISD staff will participate in weekly walk throughs providing feedback to individual teachers and conferencing to plan next steps and follow-up from conference. PLCs will determine areas of focus and goals based on that data.	Walk through data PLC minutes	Weekly	
	KCWP 1	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. <ul style="list-style-type: none"> Pacing guides, HCS Curriculum Maps Lesson planning stored on team drives Alignment to resources (Reading Street, Lexia, Ready Common Core, Reflex, etc.)	Completed pacing guides Lesson plans PLC minutes	Quarterly	
		Walk-Throughs/Fidelity Checks – Admin will conduct walk-throughs, fidelity checks, mini-observations or formal observations weekly (a combination of at least 5 per day) to monitor implementation of	Walk Through data Fidelity check data Mini-observation data	Weekly	

Goal 1:

By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%.

By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		strategies developed by each PLC.	Lesson plans		
		Ensure that students and staff have access to 21 st Century technology resources and tools to enhance reading instruction and promote student engagement.	Walk through data Google Educator Certifications SAMR	Weekly	KETS Title 1
	KCWP 5	Enrichment Period – After evaluating individual iReady results, teachers will group students by strand for the 45 minute enrichment period and assess according to the content delivered. Teachers will implement intervention programs (Lexia, iReady, etc.). Title I assistants will be used to reduce group size to aid teachers in delivering effective instruction.	iReady Reports Lesson Plans		
		iReady – All teachers will utilize iReady and related materials as part of the independent centers rotations in small group reading. Additionally, when visiting the computer lab, students will alternate between reading and math iReady.	iReady Reports Lesson Plans	Weekly lesson plan checks	Title I
		Flexible small groups in math instruction – For math groups, students will be assessed as appropriate based on content	Lesson Plans standards assessments	Weekly lesson plan checks	Title I

Goal 1: By 2025, students scoring proficient/distinguished in Reading will increase from 29.8% to 48.9%. By 2025, students scoring proficient/distinguished in Math will increase from 25% to 42%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		during small group time to determine specific needed skills. Title I instructional assistants will be utilized to reduce group size to aid teachers in delivering effective instruction.			

2: Separate Academic Indicator

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 14.4% to 37.7%. By 2025, students scoring proficient/distinguished in Social Studies will increase from 19.6% to 41.5%. By 2025, students scoring proficient/distinguished in Writing will increase from 38.4% to 55.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2022, students scoring proficient/distinguished in Science will increase from 14.4% to 18.3%.	KCWP 1	Teachers will participate in Science PLCs at the district level	Lesson plans	Weekly lesson plan checks	
		Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> • Pacing guides • Kagan cooperative learning strategies Alignment to resources (TCI Science Alive curriculum)	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	
		Determine if assessments (Through Course Tasks) reflect the learning targets students have had the opportunity to learn	Through Course Tasks data	Student work PLC minutes	
Objective 2: By Spring 2022, students scoring	KCWP 2	Teachers will participate in Social Studies PLCs at the district level	Lesson plans	Weekly lesson plan checks	

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 14.4% to 37.7%. By 2025, students scoring proficient/distinguished in Social Studies will increase from 19.6% to 41.5%. By 2025, students scoring proficient/distinguished in Writing will increase from 38.4% to 55.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
proficient/distinguished in Social Studies will increase from 19.6% to 23.3%.		Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> • Pacing guides • Kagan cooperative learning strategies Alignment to resources (SS curriculum)	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	
Objective 3: By Spring 2022, students scoring proficient/distinguished in On Demand Writing will increase from 38.4% to 41.2%.	KCWP 1	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. <ul style="list-style-type: none"> • Pacing guides • Lesson planning stored on team drive Alignment to resources (Reading Street, school writing plan)	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	
	KCWP 2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies:	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	

Goal 2:
By 2025, students scoring proficient/distinguished in Science will increase from 14.4% to 37.7%.
By 2025, students scoring proficient/distinguished in Social Studies will increase from 19.6% to 41.5%.
By 2025, students scoring proficient/distinguished in Writing will increase from 38.4% to 55.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">• Pacing guides• 4 Square Writing• Kagan cooperative learning strategies• On Demand Writing 12, 22, 30 point checklists• Live Scoring sessions• Co_teaching with ISD• Peer Editing	Walk Through Data 12, 22, 30 point checklist 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).

Goal 3:

By 2025, Students with Disabilities scoring proficient/distinguished in Reading will increase from 13.2% to 36.9%.

By 2025, Students with Disabilities scoring proficient/distinguished in Math will increase from 7.9% to 33%.

By 2025, African American students scoring proficient/distinguished in Reading will increase from 20.8% to 42.4%.

By 2025, African American students scoring proficient/distinguished in Math will increase from 18.9% to 41%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2022, Students with Disabilities scoring proficient/distinguished in Reading will increase from 13.2% to 17.1%.	KCWP 1	Name and Need – special education teachers will keep routine data on progress of students with disabilities: <ul style="list-style-type: none"> iReady Unit assessments PA/Phonics Continuums Common Assessments	Completed Name and Need forms	Bi-weekly	
		Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
Objective 2: By Spring 2022, Students with Disabilities scoring proficient/distinguished in Math will increase from 7.9% to 12.1%.	KCWP 1	Name and Need – special education teachers will keep routine data on progress of students with disabilities: <ul style="list-style-type: none"> iReady Unit assessments Fast Fact data Reflex Data 	Completed Name and Need forms	Bi-weekly	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Common Assessments			
		Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
Objective 3: By Spring 2022, African American students scoring proficient/distinguished in Reading will increase from 20.8% to 24.4%.	KCWP 1	Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
		Mentoring program – identified students will be assigned to a mentor from within the building or within their MS/HS feeder pattern		Behavior referral data	
Objective 4: By Spring 2022, African American students scoring proficient/distinguished in Math will increase from 18.9% to 22.6%.	KCWP 1	Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
		Mentoring program – identified students will be assigned to a mentor from within the building or within their MS/HS feeder pattern		Behavior referral data	

4: Growth

Goal 4: By 2025, the Growth rate for all students in Reading and Math will increase from 50 to 62.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2022, the Growth rate for all students in Reading and Math will increase from 50 to 52.5.	KCWP 5	<p>Create and monitor a “Name and Need” list for students performing just below proficiency and increase collaboration in data analysis and student progress towards standard mastery, including identification of students in need of intervention supports.</p> <ul style="list-style-type: none"> • Enrichment time for ALL students • Behavior interventionist, speech/language teachers and related arts staff <p>Extended school opportunities (before/after school programs, daytime waiver, summer learning)</p>	<p>iReady data</p> <p>Progress monitoring for KSI</p> <p>Behavior referral data</p> <p>Master schedule</p>	iReady diagnostics – Fall, 2021, Winter, 2021, Spring, 2022	<p>Title I</p> <p>ESS</p>

Goal 4:
By 2025, the Growth rate for all students in Reading and Math will increase from 50 to 62.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6	<div>Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom<ul style="list-style-type: none">Positive Behavior Interventions and SupportsDiscipline PolicyKagan Win-Win Discipline strategies</div> <div>CHAMPs</div>	<div>PBIS Team minutes</div> <div>Behavior Referral data</div> <div>Lesson Plans (Sanford Harmony)</div> <div>Walk Through Data</div>	Weekly	PPA

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:
<p>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?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

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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