

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 May of 2024, 80% of students in grades 3-5 will reach the proficient or distinguished level in both reading and math as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Proficiency Objective 1: We will continue to grow in reading with the goal that in Spring 2022 65% of students will be at benchmark in reading as measure by MAP Reading Growth.	KCWP #1: Design and Deploy Standards	In able to ensure high quality instruction is provided to all students, PLCs (Professional Learning Communities), will meet weekly to deconstruct standards, create learning intentions and success criteria and analyze data.	PLC teams will work together and support each other with understanding standards.	Winter MAP in Reading and Math	Title I Section 6
	KCWP #2: Design and Deliver Instruction			PLC Rubric	
				Common Formative Data	
				Admin Walk Through	
				KSA	
Proficiency Objective 2: We will continue to grow in math with the goal that in Spring 2022 68% of students will be at benchmark in reading as measure by MAP math Growth.	KCWP #4: Review, Analyze, and Apply Data	Teachers will reflect on the data in order to make instructional changes to challenge students in all three tiers.	PLC teams will work together to take ownership of all data.		
	KCWP #5: Design, Align, and Deliver Support	Administration will support the process by attending the PLCs and providing support.	PLC Teams will develop common assessments and then analyze data.		
			Teams will plans lessons together to better support the learning process.		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May of 2024, 80% of students in grades 3-5 will reach the proficient or distinguished level in science, social studies, and writing as measured by the Kentucky Summative Assessment (KSA). Grade 4 will be assessed in science, with grade 5 assessed in social studies and writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2022, 65% of students in 5 th grade will reach the proficient or distinguished level on the KSA in writing.	KCWP #1: Design and Deploy Standards	In able to ensure high quality instruction is provided to all students, PLCs (Professional Learning Communities), will meet weekly to deconstruct standards, create learning intentions and success criteria and analyze data.	Our Writing Committee will meet a minimum of 4 times a year to create a writing plan and monitor the progress at each grade level.	Walk Through Observations Weekly Slides Eleot Common Formative Assessments	Title I Section 6
Objective 2: By May of 2022, 60% of students in 5 th grade will reach the proficient or distinguished level on the KSA in social studies.	KCWP #2: Design and Deliver Instruction	Teachers will follow the school writing policy which includes the 6 Traits of writing.	Teachers will share their weekly slides with admin so Admin can support with Kagan Coaching.	Writing Committee Minutes Professional Development Plan	
Objective 2: By May of 2022, 50% of students in 4 th grade will reach the proficient or distinguished level on the KSA in science.	KCWP #4: Review, Analyze, and Apply Data	Teachers will attend Smekens Writing conferences.	Students will be actively engaged in dialogue with other students about the content.		
	KCWP #5: Design, Align, and Deliver Support	Utilize Kagan structures to increase student's engagement. Our School will make a commitment to problems solving and STEAM activities.	Students will collaborate with peers on projects and tasks.		

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).

By 2024, Students with Disabilities scoring proficient/distinguished in Reading will increase from .5% to 10% and from .5% to 10% in Math.					
Students with Economic Disadvantage scoring proficient/distinguished in Reading will increase from 29.4% to 40% and from 32.9% to 40% in Math					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in Reading of Gap students: F/R: 29.4% to 40 % by 2024 IEP: .5 % to 10% by 2024	KCWP #5: Design, Align and Deliver Support Classroom Activities	The school provides organizational structures to reduce barriers to learning by partnering with FRC Structures are in place to ensure that all students have access to the entire curriculum (e.g. What I Need Time (WIN), character education, SEL, Anger Management groups, Grief Counseling, STAR group and at-risk support groups. Continue to utilize ESS funds as a daytime waiver to support students with extra targeting math and reading during the school day. Utilize ESS funds to provide after school tutoring options for struggling students. Our Needs team, consisting of the district social worker, the FRC coordinator, the principal, the	Needs Meetings Master Schedule Intervention Schedule ESL Teacher Schedule Sp Ed Schedule ESS Budget Title I Budget Section 6 Budget ESS Attendance Log Parent Conference Logs ESSR Funds	KSA Fast Bridge Common Formative Assessments Fidelity Checks	FRC ESS Title I Section 6
Objective 2 Increase proficiency in Math of Gap students: F/R: 32.9% to % 40 by 2024 IEP: .5% to 10% by 2024	KCWP #2: Design & Deliver Instruction				
	KCWP #4: Review, Analyze, and Apply Data				
	KCWP #5: Design, Align, and Deliver Support				

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>guidance counselor, the nurse, the attendance clerk and the SRO, will meet weekly assist identified at-risk student needs.</p> <p>Opportunities will be provided to families and the community to be active partners in the educational process and work with the school to promote programs and services for all students.</p> <p>Special Education teachers will focus on activities and strategies to help individually target the academic growth of students on their caseload.</p> <p>Hire a reading interventionist to target students in primary that are in tier II and III.</p> <p>Provide support in the form of a math coach to support our staff and students.</p> <p>Teachers of ELL students are part of a monthly ELL PLC to look at current resources and best practice for ELL students.</p>			

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Students with Economic Disadvantage scoring proficient/distinguished in Reading will increase from 29.4% to 40% and from 32.9% to 40% in Math					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Special Education teacher and regular classroom teachers will meet at least once a month to look at engaging instructional strategies in the co-teach setting. WIN time will support students. Interventionist will pull out students that are not being successful on grade level content and provided a research based intervention. Track students who fall into the achievement gap and monitor their progress weekly at PLCs.			

4: Growth

Goal 4: By May of 2024, 80% of students in grades 3-5 will meet a pre-determined growth level as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2022, 60% percent of students in K-5 will meet or exceed their individual growth goal as measured by MAP Reading Growth. Objective 2: By May of 2022, 65% percent of students in K-5 will meet or exceed their individual growth goal as measured by MAP Math Growth.	KCWP #1:Design and Deliver KCWP #3Assessment Literacy KCWP #4: Review, Analyze, and Apply Data KCWP #5: Design, Align, and Deliver Support	Utilize Kagan structures to increase student’s engagement. In able to ensure high quality instruction is provided to all students, PLCs (Professional Learning Communities), will meet weekly to deconstruct standards, create learning intentions and success criteria and analyze data. Utilize Schoology to create common assessments. Utilize POPS to support students who are not making adequate growth. Create engaging lessons that allow for differentiation and student problem solving.	Students will be actively engaged in dialogue with other students about the content. Common Formative Assessments will be created by teachers in PLCs Schoology will be used for common formative assessments in grades 3-5 Teachers will utilize POPS with all students.	Google Slides Admin Walk Through ELEOT Common Formative Data	Title I Section 6

7: Other (Optional)

Goal 7 (State your separate goal.): By May of 2022, 95% of students in grades K-5 will meet their behavior goal.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Beginning in 2022, the number of office referrals will decrease by 10% each year.</p> <p>Objective 2: Beginning in 2022, the amount of positive dojo's given will be 95% or above.</p>	KCWP 6: Establishing Learning Culture and Environment	<p>Implement a consistent PBIS and social emotional support system to meet the individual needs of each child.</p> <p>Provide Social Emotional curriculum at all grade level with support and personalized learning as needed.</p> <p>Review and revise the behavior matrix, monitor behaviors and discuss ways to celebrate students who are following the school rules.</p> <p>Invest in incentives to reward students who are following school rules.</p> <p>Educate staff in responsive strategies to deal with students who live with trauma.</p>	<p>Students will follow the PBIS structures each day.</p> <p>Second Steps will be taught in each classroom as a tier I SEL curriculum.</p> <p>The PBIS committee will review the matrix each year.</p> <p>Students who have 95% positive dojo points will be rewarded.</p> <p>Professional learning on Trauma Informed Care will be provided to all staff.</p>	<p>Office Referrals</p> <p>Dojo</p> <p>Second Steps Data</p> <p>Reflect Sheets</p> <p>PD Plan</p>	<p>FRC</p> <p>PTO</p> <p>Section 6</p>

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.

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