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 goals for elementary/middle schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for high schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress

- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

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. *Six Sigma, Shipley, Baldridge, 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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1: Reading and math proficiency will increase 25% points from 2023-2027, according to state assessment data, 47.5% to 76%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1The percentage of students scoring proficient and distinguished in Reading will increase by 10% in the 2022-2023 school year, 48% to 53.6%	Key Core Work Process 1: Design and Deploy Standards	The CAO, School principals and instructional coaches will lead the work on core instruction (Tier I) that includes: Training, prioritizing standards and deconstructing standards, including identifying the rigor of each standard.	Benchmark Testing, Progress Monitoring using FASTBRIDGE, Unit Analysis, will be used to gauge progress	Benchmark Checks—August and January Unit Analysis – Monthly in PLC Meetings and designated work days Walkthroughs – Daily- with regular feedback Fastbridge Screening- September, January and April	$0
		Using Workshop Model, lessons are designed for students to be active in the learning when material is gradually released	Benchmark Testing, Progress Monitoring using FASTBRIDGE, Unit Analysis, will be used to gauge progress	Benchmark Checks—August and January Unit Analysis – Monthly in PLC Meetings and designated work days Walkthroughs – Daily- with regular feedback Fastbridge Screening- September, January and April	
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms. (Examples include Kagan, High Impact strategies, etc.)	Teaching strategies sign in sheets and implementation data, KPREP data	Monthly: Principal walk-throughs, coaching sessions and district implementation and impact checks	Title funds, RLI funds, ESSER funds

Goal 1: Reading and math proficiency will increase 25% points from 2023-2027, according to state assessment data, 47.5% to 76%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Incorporate instruction on basic reading skills, literacy strategies and writing into all content areas. A writing piece that walks students through the writing process will come from all content areas except Math	PLC meeting observation data, PLC continuum	Unit Analysis – Monthly in PLC Meetings and designated work days Walkthroughs – Daily- with regular feedback	
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC meeting observation data, PLC continuum	Weekly: Principals and instructional coaches observe and provide feedback	
		Teachers will learn new instructional strategies and PBL training to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.	Teaching strategies data, FastBridge data, KSA data	Weekly: Principal walk-throughs	MAF grant, Title funds, ESSER funds
Objective 2 The percentage of students scoring proficient and distinguished in mathematics will increase by 25% points, with targeted improvement of 6.5% points annually: JEBMS 49.9% to 55%	Key Core Work Process 1: Design and Deploy Standards	Various training for core instruction (Tier I) that includes: Content training, prioritizing standards, and deconstructing standards, including identifying the rigor of each standard.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	Title funds, Section 6
		School leaders and instructional coaches will ensure curriculum (texts, tasks, etc.) are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans.	Walk-through data, lesson study data, observation data	Ongoing: Principals and instructional coaches will review lessons/tasks and provide feedback.	Section 6, Title funds, ESSER funds

Goal 1: Reading and math proficiency will increase 25% points from 2023-2027, according to state assessment data, 47.5% to 76%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Key Core Work Process 3: Design and Deliver Assessment Literacy	All instructional coaches and representatives from each school will receive training on providing high-impact instruction to vulnerable populations, including special education and EL student. They will share strategies with all teachers. MTSS training district-wide.	Attendance at professional learning, reflections, implementation of strategies.	Observation data, formative assessment data, FASTBRIDGE, and additional data (per identified group)	Title funds, district funds, ESSER funds
		We will provide interventions to students not mastering standards (Tier II and Tier III). Groups will change regularly, and students will be identified by standard and/or skills to ensure intentional and strategic support.	FastBridge data, common formative assessments, observation data, Early Warning Tool Data	Principals and school psychologists will monitor and provide ongoing support and feedback. CAP Teams will monitor behavior data and progress.	ESS funds, Title funds, ESSER funds
		Teachers will learn new instructional strategies and PBL training to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.	Teaching strategies data, FastBridge data, , KSA data	Weekly: Principal walk-throughs	MAF grant, Title funds, ESSER funds
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC continuum, PLC observation data	Weekly: Principals and instructional coaches observe and provide feedback Quarterly: CAO attends PLC meetings and provides feedback	$0
		PLCs/Data Teams will analyze the current reality of their PLC/Data	PLC continuum	Ongoing: Principals and instructional coaches will provide feedback	$0

Goal 1: Reading and math proficiency will increase 25% points from 2023-2027, according to state assessment data, 47.5% to 76%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teams and identify next steps in moving to more effective teams.			

2: State Assessment Results in science, social studies and writing

Goal 2: Proficiency will increase in writing, science, and social studies by 25-30% points from 2023 to 2027, as measured by state assessment data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: The percentage of students scoring proficient and distinguished in writing will increase by 10% points: JEBMS 42% to 52%	Key Core Work Process 2: Design and Deliver Instruction	Various training for core instruction in writing that includes: Content training, how to effectively teach writing at all grade levels, across all disciplines, and writing rubrics.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	Title funds, Section 6 funds, ESSER funds
		School leaders, instructional coaches, and teachers will ensure they have writing policies and plans that is aligned to all writing standards and vertically aligned. It will include writing across the curriculum in every content area and writing rubrics.	Completion and implementation of writing plan at each level.	Ongoing: Observations by school leaders and instructional coaches, writing progress (identified on rubrics)	District funds (Possibly subs for teacher teams), Title funds, ESSER funds
		Student work will be analyzed in PLCs/Data Teams and teachers will provide effective feedback to move learning forward.	PLC/Data Team minutes will show progress is being made throughout the year	Ongoing: All teachers, instructional coaches, and school leaders will review data to monitor progress	$0
		PLC/Data Teams will have ongoing weekly conversations about standards and student learning	PLC /Data Team data		$0
Objective 3: The percentage of students scoring proficient and distinguished in science will increase by 10% points: JEBMS 19% to 29%	Key Core Work Process 2: Design and Deliver Instruction	Science teachers will participate in training on instruction aligned to science standards (STEM) with science experts.	Attendance at trainings, reflections, observation data	Instructional coaches will follow-up with teachers to support implementation and resources.	ESSER funds
		PLC/Data Teams will have ongoing weekly conversations about standards and student learning	PLC /Data Team data		$0

The percentage of students scoring proficient and distinguished in Social Studies will increase by 10% points: JEBMS 31% to 42%	Key Core Work Process 2: Design and Deliver Instruction	Social Studies teachers will participate in training on inquiry-based instruction aligned to Social Studies standards with Dr. Jana Kirchner. They will be provided time to begin planning and editing units with Dr. Kirchner's support.	Attendance at training and implementation of strategies.	Instructional supervisor and instructional coaches will schedule and participate in training to provide support and observe implementation in classrooms	Title funds, Section 6 funds, ESSER
		Instructional coaches will provide ongoing support to social studies teachers in each building. Co-planning, digging into standards, and co-teaching, as well as specific feedback on instruction and assessments will be provided.			$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students with IEPs will increase proficiency by 10% points annually, totaling a 50% point increase by 2027: Reading Middle: 24.7% to 34.7% Math Middle: 23% to 34.7% Writing Middle 30.6% to 40.6%	Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	FASTBRIDGE reports, common formative assessments, PLC/Data Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.	$0
		Implementation and Impact checks will occur district-wide in order to provide specific feedback around equity, differentiation, effective instruction, etc.	Implementation and Impact checks documents	Ongoing: district teams will complete Implementation and Impact checks district-wide and provide coaching and feedback. Instructional coaches will follow-up and continue support in each building.	$0
	Key Core Work Processes 5 and 6: Design, Align, Deliver, and Support Processes and Establish a Learning Culture and Environment.	All teachers will be trained over the course of four years in Trauma Informed Care.	Teacher attendance, varied approaches to supporting students, shift from a punish mindset to a training mindset, reduction in behavior incidences and increased mental health counseling	Ongoing: School and district leadership teams will monitor implementation and support teachers throughout their learning.	IDEA funds, Title funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MTSS will be implemented in all schools and principals will regularly communicate a culture of learning in each building that everyone is a learner (adults and students).	Data shows improvement in student outcomes	Principals, assistant principals, CAO, coaches, and school psychologists will monitor the implementation and success of Tier II and Tier III supports	$0
		Training on high-impact strategies for ECE and behavior will be provided in each school.	Attendance at training; sharing of ideas and strategies among staff at PLCs/Data Teams; Implementation of strategies in all classrooms	Principals, ECE district leadership, coaches, and school psychologists will observe strategies being implemented in classrooms.	ESSER funds
		Schools will provide tiered interventions through differentiation of instruction aligned to student needs (standards/skills).	Evidence of data-driven decision-making, interventions occurring; differentiation is occurring	School admin will monitor PLC/Data Team meetings will reflect data-driven decisions and differentiated instruction based on student needs.	$0
Objective 2 Students who are economically disadvantaged will increase proficiency by 10% points annually, totaling a 40% point increase by 2027. Reading Middle: 42% to 52% Math Middle: 36% to 4+%	Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	FASTBRIDGE reports, common formative assessments, PLC/Data Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement	
		Training on teaching and incorporating Literacy Strategies into content material provided by PEBC. Using Workshop Model, lessons are designed for students to be active in the learning when material is gradually released Teachers use relevant tasks to create opportunities for student discussion.	Benchmark Testing, Progress Monitoring using FASTBRIDGE and Unit Analysis.	Unit Analysis – Monthly in PLC Meetings and designated work days Walkthroughs – Daily Data Teams – Biweekly in PLC Meetings and designated work days	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Using Authentic tasks that allow students to acquire and apply their knowledge, skills, and habits of mind.			
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 Quality of School Climate and Safety will increase by 16% of the 2021-2022 score by the end of the 2026-2027 school year with a 3% increase annually according to the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Survey and perception results will improve by 3% each year the survey is given: 2023-2024: JEBMS 69.4% to 71.5%	KCWP 4: Review, Analyze and Apply Data	Each school will intentionally focus on creating a learning culture and environment for all staff and students.	Increase staff retention and satisfaction across all schools	Superintendent will monitor with principals at their weekly meetings	ESSER, Title funds
	KCWP 6: Establishing Learning Culture and Environment	School leadership teams will review Quality of School Climate and Safety data and determine next steps and priorities.	Staff satisfaction will increase; Staff will have a clear understanding of what it means to be a teacher in ACS; Staff can articulate clear connections between the work happening in the district	Principals will communicate regularly about the work happening in ACS; Superintendent will monitor with principals at their weekly meetings.	ESSER, Title funds
		Schools will collect staff and student voice/input on big decisions on how to improve moving forward.	Principals will regularly collect and review staff and student voice data to drive ongoing improvement.	Improvement will be monitored by school leadership teams.	ESSER, Title funds
		Staff have an opportunity to engage in personalized professional learning.	Staff have at least one opportunity to participate in personalized professional learning opportunity each year.	Principals will monitor the number of opportunities given to staff and the number of staff participating in personalized professional learning.	ESSER, Title funds

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (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:**
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:**
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? **Response:**   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.

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 "Compliance Requirements" 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.	☒
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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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide 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 **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:**

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