

## 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
  - Quality of School Climate and Safety

- Postsecondary Readiness
- 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
<p>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.</p>	<p>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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2026, Todd County Middle School will increase the proficiency index (combined reading and math scores) from 55.6 (medium) to 65.0 (high).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase percentage of students scoring P/D in reading from 45.0% to 56.7% and math from 28.0% to 32.9% on the 2022-23 Kentucky State Assessment (KSA).	KCWP 1: Design and Employ Standards to support high fidelity in teaching to the standards	PLC Cycle 1 will allow teachers to align KAS to unit learning targets and to ensure pacing is on target to address all standard in a subject.	Agendas; PLC Documents	Every six weeks, Cycle 1 and Cycle 2 assessment of learning is discussed and reviewed in PLC groups.	General funds
	KCWP 2: Design and Deliver Instruction to ensure congruence is present between standards and learning targets.	Administration and PLC teams will review research-based curriculum in reading and math for congruence with KAS standards. Classrooms will plan, design, and monitor instruction for 100% implementation of research-based curriculum for instruction.  By joining the Close the Gap Kentucky with Meade County, Todd County teachers will have Support for their Co-Teaching Teams in providing job-embedded professional learning to improve educator effectiveness through best practice/co-teaching strategies. The support will focus heavily on co-teaching models and strategies and incorporating additional technology into the classroom.	Lesson Plans, Pacing, Classroom Observations  More effective co-teaching classrooms as evidenced through classroom walk through data and teacher survey.  Student growth in Reading Lexiles and Mathematics quantiles as monitored through benchmark assessment data.	Todd County Middle School has had intentional work focusing on updating literacy practices in math, science, and social studies through professional learning with GRREC. This has been an on-going process during this school year and will continue through the 2024 cycle of the KyCL grant.  Classroom Observations, principal and cadre meeting with Meade County and the Close the Gap Kentucky team monthly during the 2022-2023 school year.	KyCL grant ESSR funds

Goal 1 (State your reading and math goal.): By 2026, Todd County Middle School will increase the proficiency index (combined reading and math scores) from 55.6 (medium) to 65.0 (high).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy to ensure that standardized assessment results are used appropriately to propel student achievement.	PLC Cycle 5 will allow teachers to analyze assessment data, reflect, and make adjustments to instruction.	Student goal setting conference with teachers	Lesson plans weekly, PLC agendas from where assessments are discussed monthly, IEP progress monitoring reports per grade term, teacher anecdotal records, Classroom Walk Through notes bi-weekly.	General Funds
Objective 2: By March 2023, implement co-teaching styles of parallel and station teaching in co-taught ELA and math classes in order to reduce novice and apprentice scores by 10% .	KCWP 5: Design, Align and Deliver Support to develop a protocol and monitoring/documentation process for tiered intervention for all students.	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention support.	Increase of parallel and station teaching implemented in co-taught classrooms.	PLC agenda/minutes monthly, SBDM minutes monthly, special education progress monitoring data every grade term, benchmark assessment data 4 times a year.	General Funds
		Redesign the school Master Schedule to allow for building wide MTSS, Enrichment and Resource time to be held for all students at the same time.  Support Co-Teaching Teams by providing job-embedded ongoing professional learning to improve educator effectiveness through best practice/co-teaching strategies. The support will focus heavily on co-teaching models and strategies and incorporating additional technology into the classroom.	Student growth on benchmark assessments		

Goal 1 (State your reading and math goal.): By 2026, Todd County Middle School will increase the proficiency index (combined reading and math scores) from 55.6 (medium) to 65.0 (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, Todd County Middle School will increase the proficiency index (combined index scores as calculated through Science, Social Studies and Combined Writing scores) from 53.3 (medium) to 58.3 (medium).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, Todd County Middle School will increase the separate academic indices of: science, from 45.4 (low) to 50.4 (low) social studies from 57.6 (medium) to 62.6 (high) and combined writing from 56.8 (medium) to 61.9 (medium)	KCWP 5: Design, Align and Deliver Support, identify curricular needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.	GRREC Literacy Academy will be used for literacy professional learning for Science and Social Studies teachers.	Student proficiency in writing increase each year by at least 3%.	PLC Cycle 3 on Teacher Learning and sharing of implemented literacy activities in the classroom monthly.	KyCl Grant
		Cycle 5 PLC analyze student data on unit tests, and district benchmark tests.	Increased student vocabulary and Lexile growth scores	PLC Cycle 4 Writing Assessment data discussed monthly.	
		Science teachers will continue to deliver a Through Course Task (TCT) each semester.	Data Analysis Information		
		Social Studies teachers will continue to work toward involving inquiry practices within instructional units.			
Objective 2					



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: Reduce the gap in scores in students identified as: African American, Economically Disadvantaged, Hispanic or Latino, and Students with Disabilities (IEP) compared with "All Students" to within a margin of 15% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Todd County Middle School will increase the proficiency indicator (combined reading and mathematics indicator scores) for students with Disabilities (IEP) from 28.3 (very low) to 37.0 (low).	KCWP 5: Design, Align and Deliver Support to develop a protocol and monitoring/documentation process for tiered intervention for all students.	Provide training, support, and resources through GRREC Special Education Department.	Increase of student proficiency by 5% annually.	Student IEP progress monitoring reports every grade term.	General Funds
		Monthly Special Education PLCs between the TCMS special education team and the Director of Special Education.	Student growth as evidenced through benchmark assessment.	Benchmark assessment data 4 times per school year. Classroom walk-through data weekly (anecdotal records).	
		School Admin will meet monthly with Close the Gap Kentucky team as well as district co-teaching team.	Increase of effective co-teaching in all co-taught classes.	Teacher survey biannually.	
	KCWP 4: Review, Analyze and Apply Data	IEP progress monitoring data to be reviewed every grade term.	Student growth as evidenced through IEP progress monitoring data.		
		Assessment data to be shared during PLC cycle 4.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: By 2023, Todd County Middle School will increase the proficiency indicator (combined reading and mathematics indicator scores) for all other Gap groups represented as follows:                      African American from 37.8 (low) to 46.0 (low)                      Economically Disadvantaged from 45.9 (low) to 55.0 (medium)                      Hispanic or Latino from 48.8 (low) to 53.0 (medium)</p>	<p>KCWP 5: Design, Align and Deliver Support to develop a protocol and monitoring/documentation process for tiered intervention for all students.</p>	<p>Gen. Ed classes will implement parallel and or station teaching.                       Teachers will share and discuss data to determine grouping of students for station teaching for small group instruction.</p>	<p>Student growth as evidenced on benchmark assessments.                       Increase of student proficiency by 5% annually.</p>	<p>Classroom walk through data (anecdotal records) weekly.                       Benchmark assessment data quarterly.</p>	<p>General Funds</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Classroom assessment data monitored weekly.</p>	<p>Student growth as evidenced on benchmark assessments.                       Increase of student proficiency by 5% annually.</p>	<p>PLC cycle 4 agenda and minutes, monthly</p>	
		<p>Classroom assessment data shared during PLC cycle 4.</p>	<p>Low performing students identified and placed in small group instruction for intervention.</p>	<p>PLC cycle 4 agenda and minutes, monthly                       Quarterly meeting minutes with RTI teachers</p>	
<p>Objective 3</p>					



4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026 Todd County Middle School will increase the proficiency index for English Language Learners from 50.5 (low) to 57.0 (low).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, Todd County Middle School will increase the English Learner Progress from 50.5 (low) to 54.0 (low).	KCWP 5: Design, Align and Deliver Support to migrant and EL students to ensure migratory children have access to appropriate educational services (including supportive services) that address their unique needs but are designed to offer them a chance to meet the same challenges and opportunities of education as their peers.	Administrators and teachers will collaborate with EL teachers to meet student(s) needs.	Increase in student proficiency by 3% annually.	Student classroom assessment data bi weekly.	General Funds
		Administration and teachers will provide flexible scheduling for EL teachers to work with EL students in small groups as needed.	EL teacher is supported and able to assist students to have access to grade level education as same grade level peers.	Student grade reports, mid term and report card. Teacher survey annually Student growth on quarterly benchmark assessments. ACCESS data spring 2023	
	KCWP 6: Establishing Learning Culture and Environment	Administrators, Teachers, and Support Staff will provide communication from school to EL families in their native or preferred language.	Increase in two-way communication with EL families. Increase in EL family involvement with school.	Annual school letters sent home. Parent sign in sheet from multiple school functions during the 2022-2023 school year.	
Objective 2					



5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2023 Todd County Middle School’s Quality of School Climate and Safety indicator will increase from 66.0 (Medium) to 68.0 (High).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, Todd County Middle School will create protocols and a system to monitor and evaluate culture and safety measures.	KCWPS: Design, Align and Deliver Support to develop a protocol on school safety measures & culture building with students and community	Increase communication from school to families and community utilizing social media.	Increase school climate and safety indicator by 2% annually.	Weekly communication with families and community utilizing the school social media page, Remind app, and school website.	General Funds
		Staff training on school safety conducted before the first day of school.	Protocols deployed to monitor and evaluate culture.	Staff sign in sheet for school safety training before the first day of school.	
		Drills conducted per schedule advised by KDE and documented.	Students and staff understand the procedures for various emergencies as practiced.	Monthly drill sheet	
		School SRO to regularly conduct safety walks throughout the building and monitor campus.	School building and campus remains safe for students and staff.	Administration anecdotal record of SRO monitoring school and campus grounds monthly.	
Objective 2					

Goal 5 (State your climate and safety goal.): By May 2023 Todd County Middle School's Quality of School Climate and Safety indicator will increase from 66.0 (Medium) to 68.0 (High).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p>
<p><b>Consider:</b> 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><b>Response:</b> School administration will attend monthly meetings with Assistant Superintendent and DoSE to present data on students with disabilities. Principal is on the district team for the Close the Gap Kentucky initiative working with co-teaching teams and refining the co-teaching processes to meet students with disabilities needs. Principal and Assistant Principals have master’s degrees in special education, these qualifications support and help guide the work of the special education team of teachers and instructional aides.</p>
<p><b>Identification of Critical Resources Inequities:</b></p>
<p><b>Consider:</b> 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><b>Response:</b> The DoSE and her department reviewed IEPs to ensure proper placement of students and services students are to receive, as well as Least Restrictive Environment (LRE). DoSE also reviewed resources and materials used in Resource classes and those used in collaborative classes. Funds from Title V are used to support TCMS with a Tier 3 reading instructor. ESSER funds were used to purchase Tier 2 and Tier 3 reading intervention programs. Special education funds were used to purchase Simple Solution math products for Resource Math classes. KyCL grant funds were used to supplement reading materials in all classrooms including Resource English Language Arts classes.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b> TCMS completed a culture survey in the fall with students and staff. TCMS administrator and District personnel completed school walk throughs, examining instruction in Resource and Collaboration settings every six weeks. District personnel and principals met with all special education and collaborative teachers to discuss revising the collaborative settings to support the Close the Gap Kentucky initiative. Administration provided support for co-teaching teams to plan for co-taught classes.</p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p>

**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:** Analysis of data showed gaps in the areas of reading and math for students with IEPs. Evidence based practices the school will incorporate include: co-teaching, specifically providing professional development to co-teachers, support from an education co-op throughout the school year, specifically revamping the school’s co-teaching model with feedback meetings to occur quarterly. Resource classes will use manipulatives and standards-based materials to improve instruction.

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.	<input checked="" type="checkbox"/>
Co-Teaching	Vembye, M. H., Weiss, F., & Bhat, B. H. (2022, May 4). The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis. <a href="https://doi.org/10.31222/osf.io/mq5v7">https://doi.org/10.31222/osf.io/mq5v7</a>	<input checked="" type="checkbox"/>
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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:

<b>Turnaround Team:</b>
<b>Consider:</b> 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 <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>

**Evidence-based Practices**

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