

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. All schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must add graduation rate, academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Kentucky Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<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 Kentucky's six (6) Key Core Work Processes 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>

1: State Assessment Results in reading and mathematics

Goal 1 (State your proficiency goal): By May 2027, South Todd will increase the percentage of students scoring at the proficient/distinguished level on state to 67% and in Math from 41% to 61%.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: By May 2023, 49.5% of K-3 students reach proficiency on the STAR Reading benchmark assessment.	KCWP 1: Design and Deploy Standards	Teachers and administration will continue to implement a PLC process to deconstruct standards, design assessments, collaboratively plan lessons, and analyze data.	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents
	KCWP 2: Design and Deliver Instruction	Collaboration with GRREC to strengthen and vertically align primary reading instruction to align with the science of reading (to include PD during PLCs).	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents
	KCWP 4: Review, Analyze, and Apply Data	Teachers and administration will use the PLC process to analyze data and target specific students who are below benchmark on each administration of STAR Reading (1 st -3 rd grades) and Early Literacy (K) and discuss intervention(s).	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents
Objective 2: By May 2023, 49.5% of 4 th and 5 th grade students will reach proficiency on the STAR Reading assessment and/or state Reading assessment.	KCWP 1: Design and Deploy Standards	Teachers and administration will continue to implement a PLC process to deconstruct standards, design assessments, collaboratively plan lessons, and analyze data.	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents
	KCWP 2: Design and Deliver Instruction	Implement and evaluate DBQ tasks	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents
	KCWP 4: Review, Analyze, and Apply Data	Teachers and administration will use the PLC process to analyze data and target specific students who are below benchmark on each administration of STAR Reading	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents

Goal 1 (State your proficiency goal): By May 2027, South Todd will increase the percentage of students scoring at the proficient/distinguished level on state to 67% and in Math from 41% to 61%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 3: By May 2023, 45.1% of K-3 students reach proficiency on the STAR Math benchmark assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Teachers and administration will continue to implement a PLC process to deconstruct standards, design assessments, collaboratively plan lessons, and analyze data.	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents
	KCWP 4: Review, Analyze, and Apply Data	Teachers and administration will use the PLC process to analyze data and target specific students who are below benchmark on each administration of STAR Math (1 st -3 rd grades) and Early Literacy (K) and discuss intervention(s).	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents
Objective 4: By May 2023, 45.1% of 4 th and 5 th grade students will reach proficiency on the STAR Math assessment and/or state Math assessment.	KCWP 1: Design and Deploy Standards	Teachers and administration will continue to implement a PLC process to deconstruct standards, design assessments, collaboratively plan lessons, and analyze data.	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents
	KCWP 4: Review, Analyze, and Apply Data	Teachers and administration will use the PLC process to analyze data and target specific students who are below benchmark on each administration of STAR Math	STAR, classroom assessments and observations	PLC agenda minutes taken from benchmark and assessments Name & Claim documents

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

Goal 2 (State your science, social studies, and writing goal): By May 2027, South Todd will increase the percentage of students scoring at the proficient/distinction level in Science from 26% to 52%, in social studies from 44% to 88%, and combined writing from 23% to 46%.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: By May 2023, students will increase on KSA in Science from 26% to 39%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	Teachers and administration will continue to implement a PLC process to deconstruct Science standards, design assessments, collaboratively plan lessons, and analyze data.	Classroom common assessments	PLC agenda minutes to focus on the fourth grade common assessments.
Objective 2: By May 2023, students will increase on KSA in Social Studies from 44% to 66%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	Teachers and administration will continue to implement a PLC process to deconstruct Social Studies standards, design assessments, collaboratively plan lessons including DBQs, and analyze DBQ data.	Classroom common assessments	PLC agenda minutes to focus on the fifth grade common assessments and
Objective 3: By May 2023, students will increase on KSA in Combined Writing from 23% to 34.5%.	KCWP 1: Design and Deploy Standards	Teachers and administration will continue to implement a PLC process to deconstruct standards, design assessments, collaboratively plan lessons, and analyze data.	Classroom assessments and observations	PLC agenda minutes to focus on benchmark and co-assessments Name & Claim documents
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	3 rd -5 th grades bring at least two scored constructed responses turned in each week during PLCs On-Demand practice - once a month beginning second semester	Constructed response and OD data and next steps	PLC agenda minutes to focus on constructed response demand scoring and next
	KCWP 2: Design and Deliver Instruction	All students will utilize IXL to strengthen grammar skills	IXL data	IXL utilization 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).

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1: We will decrease the achievement gap in Reading between the following groups: <ul style="list-style-type: none"> • African American (19%) and white (52%) on state assessments • ELL (32%) and non-ELL (47%) on state assessments • Economically Disadvantaged (ED) (33%) and non-ED (60%) 	KCWP 4: Review, Analyze, and Apply Data	Identify students in gap group for intervention and progress monitoring.	STAR, classroom assessments, and observations	PLC agenda minutes to include from benchmark and completion assessments
	KCWP 4: Review, Analyze, and Apply Data	Monitor gap students identified during data analysis in PLCs.	STAR, classroom assessments, and observations	PLC agenda minutes to include from benchmark and completion assessments
Objective 2: We will decrease the achievement gap in Science between females (19%) and males (34%)	KCWP 4: Review, Analyze, and Apply Data	Identify students in gap group for intervention and progress monitoring.	STAR, classroom assessments, and observations	PLC agenda minutes to include from benchmark and completion assessments
	KCWP 4: Review, Analyze, and Apply Data	Monitor gap students identified during data analysis in PLCs.	STAR, classroom assessments, and observations	PLC agenda minutes to include from benchmark and completion assessments

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2027, South Todd will increase the English Learner Progress Indicator from 36.8 to 55.2.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: By May 2023, 50% of K-2 targeted students reach proficiency on the STAR Reading benchmark assessment.	KCWP 4: Review, Analyze, and Apply Data KCWP 5: Strategic Design Align Deliver Support Processes	Identify students in targeted group for intervention and progress monitoring.	STAR, classroom assessments, and observations	PLC agenda minutes taken from benchmark and assessments
		Monitor identified students during data analysis in PLCs.	STAR, classroom assessments, and observations	PLC agenda minutes taken from benchmark and assessments
		EL teacher offering Tier 2 and Tier 3 support	STAR, classroom assessments, and observations	Progress monitoring of teacher ACCESS scores
		Classroom teachers increase an emphasis on vocabulary using content rich informational read alouds as well as using strategies to teach content and Tier 2 vocabulary	Classroom observations	Vocabulary use ACCESS scores
Objective 2: By May 2023, at least 50% of 3 rd -5 th grade students will score 60 or greater on the ACCESS assessment.	KCWP 4: Review, Analyze, and Apply Data KCWP 5: Strategic Design Align Deliver Support Processes	Identify students in targeted group for intervention and progress monitoring.	STAR, classroom assessments, and observations	PLC agenda minutes taken from benchmark and assessments
		Monitor identified students during data analysis in PLCs.	STAR, classroom assessments, and observations	PLC agenda minutes taken from benchmark and assessments
		EL teacher offering Tier 2 and Tier 3 support	STAR, classroom assessments, and observations	Progress monitoring of teacher ACCESS scores
		Classroom teachers increase an emphasis on vocabulary using content rich informational read alouds as well as using strategies to teach content and Tier 2 vocabulary	Classroom observations	Vocabulary use ACCESS scores

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2027, South Todd will increase the School Climate and Safety Indicator from 78.8 to 86.6.				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1: By May 2023, the school safety indicator will increase from 76.4 to 84.	KCWP 6: Establishing Learning Culture and Environment	SRO hired and monitoring school grounds and common areas daily SRO co-teaches with guidance counselor during Friday specials as needed on safety topics	MTSS behavior and referral data	Monthly monitoring of data
Objective 2: Only 45% of the students either agreed or strongly agreed that “students being mean or hurtful to other students is NOT a problem for this school”. By May 2023, 60% of students will either agree or disagree.	KCWP 4: Review, Analyze, and Apply Data KCWP 5: Strategic Design Align Deliver Support Processes KCWP 6: Establishing Learning Culture and Environment	Guidance counselor will teach OLWEUS lessons during specials and during Town Meeting.	MTSS behavior and referral data	Monthly monitoring of data
		Our lowest two areas were both “NOT” questions on a Likert scale, so students will be explicitly taught how to answer these trickier statements.		

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):				
Objective	Strategy	Activities	Measure of Success	Progress Monitor
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>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<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?</p> <p>Response:</p>
<p>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.</p>

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"/>
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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:
<p>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</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>

Evidence-based Practices

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