

## 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
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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> 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 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 (State your reading and math goal.): A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of reading from 51% to 53.7% and math from 50% to 52.96% on the Kentucky Summative Assessment by May of 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of reading from 51% to 53.7% on the Kentucky Summative Assessment by May of 2023.	KCWP 1: Design and Deploy Standards	Implement 120 minutes of direct reading instruction at K-3 and 90 minutes in grades 4-5. Teachers will use Fountas and Pinnell Classroom to teach responsively to each student, closing achievement gaps.	Fountas and Pinnell Benchmark Assessment, MAP results, STAR, 2023 KSA scores	Principal, Instructional Coach, & K-5 Teachers	No Funding
	KCWP 2: Design and Deliver Instruction				
	KCWP 2: Design and Deliver Instruction	ESS delivered through the daytime wavier will be intentional and focused on improving reading skills for those students that need additional reading support.	Fountas and Pinnell Benchmark Assessment, MAP results, STAR, 2023 KSA scores	Principal, Instructional Coach, & ESS Teachers	\$8,000 ESS Funds
	KCWP 3: Design and Deliver Assessment Literacy	Professional learning communities meet weekly to discuss student achievement and performance. Adjustments are made to instruction based off of the analysis of work.	Fountas and Pinnell Benchmark Assessment, MAP results, STAR, 2023 KSA scores	Principal, Instructional Coach, & K-5 Teachers	No Funding
	KCWP 4: Review, Analyze and Apply Data				
	KCWP 5: Design, Align and Deliver Support				
Objective 2: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of math from 50% to 52.96% on the Kentucky	KCWP 2: Design and Deliver Instruction	Implement 60 minutes of direct math instruction K-5. Teachers will use Math in Focus and Ed: Your Friend in Learning.	Math in Focus Chapter Assessments, MAP results, and 2023 KSA scores.	Principal, Instructional Coach, & K-5 Teachers	No Funding
		Implement 30 minutes of Math Calendar and Number Talks.	MAP results, and 2023 KSA scores.	Principal, Instructional Coach, & K-5 Teachers	No Funding

Goal 1 (State your reading and math goal.): A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of reading from 51% to 53.7% and math from 50% to 52.96% on the Kentucky Summative Assessment by May of 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Summative Assessment by May of 2023.	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support	Professional learning communities meet weekly to discuss student achievement and performance. Adjustments are made to instruction based off of the analysis of work.	Fountas and Pinnell Benchmark Assessment, MAP results, STAR, 2023 KSA scores	Principal, Instructional Coach, & K-5 Teachers	No Funding

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

Goal 2 (State your science, social studies, and writing goal.): A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of science from 26% to 29.88% the Kentucky Summative Assessment by May of 2023. A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of social studies from 36% to 40.12% the Kentucky Summative Assessment by May of 2023. A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of writing from 33% to 36.63% the Kentucky Summative Assessment by May of 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of science from 26% to 29.88% the Kentucky Summative Assessment by May of 2023.	KCWP 2: Design and Deliver Instruction	A variety of resources including community members will be effectively implemented to ensure science content is taught to all students that involve critical thinking, collaboration, and technology. Example: Mystery Science, Generation Genius, Science Alive, Conservation, 4H monthly meeting	Science assessments, MAP scores, 2023 KSA scores	K-5 Teachers	No Funding
Objective 2: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of social studies from 36% to 40.12% the Kentucky Summative Assessment by May of 2023.	KCWP 2: Design and Deliver Instruction	A variety of resources including community members will be effectively implemented to ensure social studies content is taught to all students. Example: Veteran's Day program, TCM Curriculum, SAVVAS, Ed Puzzle	Social studies assessments and 2023 KSA scores.	Principal, Instructional Coach, and K-5 Teachers	No Funding
Objective 3: A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of writing from 33% to 36.63% the Kentucky Summative Assessment by May of 2023.	KCWP 2: Design and Deliver Instruction	School-wide plan used to provide coherent writing instruction in order for students to score proficient on On-Demand, Extended Response, and Short Answer questions. Students in grade 3-5 will have weekly coaching.	Writing tasks (short answer, extended responses, and on-demand), and 2023 KSA scores.	Principal, Instructional Coach, K-5 Teachers	No Funding
	KCWP 2: Design and Deliver Instruction	School-wide use of R.A.P. (Respond, Answer, Prove) to answer	Writing tasks (short answer, extended	Instructional Coach, K-5 Teachers	No Funding

Goal 2 (State your science, social studies, and writing goal.): A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of science from 26% to 29.88% the Kentucky Summative Assessment by May of 2023. A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of social studies from 36% to 40.12% the Kentucky Summative Assessment by May of 2023. A.B. chandler will increase the percentage of students scoring proficiency or higher in the area of writing from 33% to 36.63% the Kentucky Summative Assessment by May of 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		short answer and extended response questions.	responses, and on-demand), and 2023 KSA scores.		

### 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: A.B. Chandler will improve the proficiency score in reading by May 2023 for economically disadvantaged students from 41% to 44%.	KCWP 2: Design and Deliver Instruction	IXL, Flocabulary, and Renaissance Place will be used K-5 to address gaps in reading understanding to support core instruction.	MAP results, KSA scores, Benchmark Assessment System, STAR	Principal, Media Specialist, Instructional Coach, and K-5 Teachers	\$10,500 SBDM Funds
	KCWP 2: Design and Deliver Instruction	A school-wide sight word plan has been implemented to improve reading fluency and comprehension.	Sight Word Checks	Principal, Instructional Coach, Interventionists, K-5 Teachers	No Funding
	KCWP 2: Design and Deliver Instruction	Using the daytime waiver ESS will be intentional and focused on improving reading skills for those students that need additional reading support.	Fountas and Pinnell Benchmark Assessment, MAP results, STAR, 2023 KSA scores	Principal, Instructional Coach, & ESS Teachers	\$8,000 ESS Funds
	KCWP 1: Design and Deploy Standards	Students will get additional reading practice through small group guided reading instruction and focused reading interventions using Leveled Literacy Intervention System.	MAP results, Benchmark Assessment, 2023 KSA scores, Aimsweb, Infinite Campus	Special Education Teachers & Interventionists	\$80,000 Title 1 Funding & \$65,000 ESSER 3 Funds
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data	Academic Response to Intervention Teams meet bi-monthly to discuss students not making adequate progress. Interventions and referrals are adjusted for these targeted students.	MAP results, STAR, 2023 KSA scores	Instructional Coach, Interventionist, Special Education Teacher, School Psychologist.	No Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support				
Objective 2: A.B. Chandler will improve the proficiency score in math by May 2023 for economically disadvantaged students from 35% to 39.2%.	KCWP 2: Design and Deliver Instruction	IXL, Reflex, Frax, Flocabulary, Foundations, and/or extra practice from Math in Focus will be used as a resource to support core instruction.	MAP results, Math in Focus chapter assessments, 2023 KSA scores	Principal, Instructional Coach, Interventionist, K-5 Teachers	\$14,500 SBDM Funds
	KCWP 1: Design and Deploy Standards	Students will get extra math practice from Math in Focus and focused math interventions using Moving with Math Foundations.	MAP results, Math in Focus chapter assessments, 2023 KSA scores, Aimsweb, Infinite Campus	Special Education Teachers & Interventionists	\$80,000 Title 1 Funding & \$65,000 ESSER 3 Funds
	KCWP 2: Design and Deliver Instruction				
	KCWP 2: Design and Deliver Instruction	A school-wide fluency recognition plan has been implemented to improve math fact fluency.	MAP results, 2023 KSA Scores, Reflex Reports	Principal, Instructional Coach, Interventionists, Kindergarten assistants; K-5 classroom teachers	\$4,000 SBDM Funds



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support	Academic Response to Intervention Teams meet bi-monthly to discuss students not making adequate progress. Interventions and referrals are adjusted for these targeted students.	MAP results, STAR, 2023 KSA scores	Instructional Coach, Interventionist, Special Education Teacher, School Psychologist.	No Funding
Objective 3: A.B. Chandler will improve the proficiency score in reading by May 2023 for students with disabilities from 20% to 25.46%.	KCWP 2: Design and Deliver Instruction	IXL, Flocabulary, and Renaissance Place will be used K-5 to address gaps in reading understanding to support core instruction.	MAP results, KSA scores, Benchmark Assessment System, STAR	Principal, Media Specialist, Instructional Coach, and K-5 Teachers	\$10,500 SBDM Funds
	KCWP 2: Design and Deliver Instruction	A school-wide sight word plan has been implemented to improve reading fluency and comprehension.	Sight Word Checks	Principal, Instructional Coach, Interventionists, K-5 Teachers	No Funding
	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	ESS delivered through the daytime waiver will be intentional and focused on improving reading skills for those students that need additional reading support.	Fountas and Pinnell Benchmark Assessment, MAP results, STAR, 2023 KSA scores	Principal, Instructional Coach, & ESS Teachers	\$8,000 ESS Funds
		Students will get additional reading practice through small group guided reading instruction and focused reading interventions using Leveled Literacy Intervention System.	MAP results, Benchmark Assessment, 2023 KSA scores, Aimsweb, Infinite Campus	Special Education Teachers & Interventionists	\$80,000 Title 1 Funding & \$65,000 ESSER 3 Funds

#### 4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2023, 100% of our English Learners will increase one performance level on the WIDA ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, 100% of our English Learners will increase one performance		English Language Instructors use English Language Development curriculum during resource time.	WIDA Results, MAP results, Benchmark Assessments, 2023	Principal, Instructional Coach, English Language Teacher, English Language Assistant	No Funding

Goal 4 (State your English Learner goal.): By May 2023, 100% of our English Learners will increase one performance level on the WIDA ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
level on the WIDA ACCESS assessment.	KCWP 1: Design and Deploy Standards		KSA Scores, Lesson Plans		
	KCWP 2: Design and Deliver Instruction	English Language Instructors and assistants collaborate with the general education teacher.	WIDA Results, MAP results, Benchmark Assessments, 2023 KSA Scores, Lesson Plans	Principal, Instructional Coach, English Language Teacher, English Language Assistant, General Education Teacher	No Funding
		English Language Tips and Info send out weekly to general education teachers with researched based practices for teachers to implement with students.	WIDA Results, MAP results, Benchmark Assessments, 2023 KSA Scores, Master Schedule, Lesson Plans	English Language Teacher, English Language Assistant, General Education Teacher	No Funding
		Targeted English Language students will receive tier III instruction in the areas of reading and/or math.	WIDA Results, MAP results, Benchmark Assessments, 2023 KSA Scores, Master Schedule, Progress Monitoring	Principal, Instructional Coach, Interventionist, General Education Teacher	No Funding
Objective 2:					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2023, A.B. Chandler will increase the Quality of School Climate and Safety survey from 80.3 to 82, moving from the category of high to very high.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, A.B. Chandler will increase the Quality of School Climate and Safety survey from 80.3 to 82, moving from the category of high to very high.	KCWP 6: Establishing Learning Culture and Environment Classroom Activities	District-wide character education program will be selected and adopted. This will connect to our district-wide strategic plan.	SBDM minutes, QSCS Results	Director of Administration, Principal	None
		Sources of Strength curriculum is taught each week in the guidance lessons.	Lesson Plans, QSCS Results	Principal, School Counselor	Grants
	KCWP 2:Design and Deliver Instruction Classroom Activities	The Quality of School Climate and Safety survey will be given to all students prior to January 30 <sup>th</sup> . This information will be utilized to determine needs and interventions for third and fourth marking periods.	Student Engagement, Lesson Plans, Survey Results, QSCS Results	Principal, Instructional Coach, K-5 Teachers	None
Objective 2					

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:

<b>Components of Turnaround Leadership Development and Support:</b>
<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? <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>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<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. <b>Response:</b>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<b>Consider:</b> 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? <b>Response:</b>
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"/>
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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

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](#).

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