

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

- 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. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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.): By 2025, Bowen Elementary will increase students scoring proficient/distinguished in Reading from 32% (2022) to 56% . By 2025, Bowen Elementary will increase students scoring proficient/distinguished in Math from 19% (2022) to 43%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading Increase the percentage of students scoring P/D on KSA from 32% to 40%.	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and other assessments, Teacher created), and results analyzed in PLCs.	Results of student progress Tier I/II/III Implementation Team Meeting Minutes	Foster, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.			
		Implementing Personalized/Partnership with PEBC w/ Phenomenal Teaching-Thinking Strategies/Workshop Model with Instructional Leaders and Lead Teachers.	Planning PLCs/Workshop Model Lesson Plans	Foster, Individual Teachers	Title II/ESSER
	KCWP 4 Review, Analyze, Apply Data Results:	Map Assessment Benchmarks	Student Data	Foster, Individual Teachers, Student Data Teams	Title I
	Data Driven Instruction (process)	Teachers use data to move students in and out of groups to meet individual learning needs.	PLC Meeting Minutes and MTSS Documentation	Foster, Individual Teachers, Student Data Teams	N/A
	KCWP 5 Design, Align, Deliver Support Processes (practice) Professional Learning Community	Instructional PLCs- PLCs will be focused on instruction and the planning of instruction delivery.	Weekly PLC agendas that demonstrate a change in practice to better support student learning	Foster, Individual Teachers	N/A
		Coaching sessions implemented by building administrator.	Evidence of change in classroom practice	Foster	N/A

Goal 1 (State your reading and math goal.):

By 2025, Bowen Elementary will increase students scoring proficient/distinguished in Reading from 32% (2022) to 56% .

By 2025, Bowen Elementary will increase students scoring proficient/distinguished in Math from 19% (2022) to 43%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Math Increase the percentage of students scoring P/D on KSA from 19% to 27%.	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and other assessments, Teacher created), and results analyzed in PLCs.	Results of student progress	Foster, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
	KCWP 4 Review, Analyze, Apply Data Results: Data Driven Instruction (process)	Implementing Personalized/Partnership with PEBC w/ Phenomenal Teaching-Thinking Strategies/Workshop Model with Instructional Leaders and Lead Teachers.	Planning PLCs/Workshop Model Lesson Plans	Foster, Individual Teachers	Title II/ESSER
		Map Assessment Benchmarks	Student Data	Foster, Individual Teachers, Student Data Teams	Title I
	KCWP 5 Design, Align, Deliver Support Processes (practice) Professional Learning Community	Teachers use data to move students in and out of groups to meet individual learning needs.	PLC Meeting Minutes and MTSS Documentation	Foster, Individual Teachers, Student Data Teams	N/A
		Instructional PLCs- PLCs will be focused on instruction and the planning of instruction delivery.	Weekly PLC agendas that demonstrate a change in practice to better support student learning	Foster, Individual Teachers	N/A
		Coaching sessions implemented by building administrator.	Evidence of change in classroom practice	Foster	N/A

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

Goal 2 (State your science, social studies, and writing goal.):

By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Science for from **% (2022) to 50%.

By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies for from **% (2022) to 50%.

By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing & Mechanics for from **% (2022) to 50%.

(** -data is suppressed)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science Increase the percentage of students scoring P/D on KSA from **% to 50%. Social Studies Increase the percentage of students scoring P/D on KSA from **% to 50%. Combined Writing Increase the percentage of students scoring P/D from **% to 50%.	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and other assessments, Teacher created), and results analyzed in PLCs.	Results of student progress Tier I/II/III Implementation Team Meeting Minutes	Foster, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.			
		Implementing Personalized/Partnership with PEBC w/ Phenomenal Teaching-Thinking Strategies/Workshop Model with Instructional Leaders and Lead Teachers.	Planning PLCs/Workshop Model Lesson Plans	Foster, Individual Teachers	Title II/ESSER
	KCWP 4 Review, Analyze, Apply Data Results:	Map Assessment Benchmarks	Student Data	Foster, Individual Teachers, Student Data Teams	Title I
	Data Driven Instruction (process)	Teachers use data to move students in and out of groups to meet individual learning needs.	PLC Meeting Minutes and MTSS Documentation	Foster, Individual Teachers, Student Data Teams	N/A
	KCWP 5 Design, Align, Deliver Support Processes (practice) Professional Learning Community	Instructional PLCs- PLCs will be focused on instruction and the planning of instruction delivery.	Weekly PLC agendas that demonstrate a change in practice to better support student learning	Foster, Individual Teachers	N/A

Goal 2 (State your science, social studies, and writing goal.):

By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Science for from ***% (2022) to 50%.

By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies for from ***% (2022) to 50%.

By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing & Mechanics for from ***% (2022) to 50%.

(** -data is suppressed)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Coaching sessions implemented by building administrator.	Evidence of change in classroom practice	Foster	N/A
Combined Writing Increase the percentage of students scoring P/D from **% to 50%.	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)				
		MAP assessments and other assessments, Teacher created), and results analyzed in PLCs.	Results of student progress	Foster, Individual Teachers, Student Data Teams	Title 1
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
		Implementation of Reading groups for all grade levels.			
	Addition of math and reading interventionists.				
KCWP 4 Review, Analyze, Apply Data Results: Data Driven Instruction (process)	Implementing Personalized/Partnership with PEBC w/ Phenomenal Teaching-Thinking Strategies/Workshop Model with Instructional Leaders and Lead Teachers.	Planning PLCs/Workshop Model Lesson Plans	Foster, Individual Teachers	Title II/ESSER	
	Map Assessment Benchmarks	Student Data	Foster, Individual Teachers, Student Data Teams	Title I	
	KCWP 5 Design, Align, Deliver Support Processes (practice)	Teachers use data to move students in and out of groups to meet individual learning needs.	PLC Meeting Minutes and MTSS Documentation	Foster, Individual Teachers, Student Data Teams	N/A

Goal 2 (State your science, social studies, and writing goal.): By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Science for from **% (2022) to 50%. By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies for from **% (2022) to 50%. By 2025, Bowen Elementary will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing & Mechanics for from **% (2022) to 50%. (**-data is suppressed)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Professional Learning Community	Instructional PLCs- PLCs will be focused on instruction and the planning of instruction delivery.	Weekly PLC agendas that demonstrate a change in practice to better support student learning	Foster, Individual Teachers	N/A
		Coaching sessions implemented by building administrator.	Evidence of change in classroom practice	Foster	N/A

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
Reading Students with an IEP: decrease the percentage of students scoring Novice on KSA from % to %	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and other assessments, Teacher created), and results analyzed in PLCs.	Results of student progress	Foster, Individual Teachers, Student Data Teams	N/A
		MTSS-Academic implementation and PBIS implementation.	Tier I/II/III Implementation Team Meeting Minutes		
		Implementing Personalized/Partnership with PEBC w/ Phenomenal Teaching- Thinking Strategies/Workshop Model with Instructional Leaders and Lead Teachers.	Planning PLCs/Workshop Model Lesson Plans	Foster, Individual Teachers	Title II/ESSER
	KCWP 4 Review, Analyze, Apply Data Results: Data Driven Instruction (process)	Map Assessment Benchmarks	Student Data	Foster, Individual Teachers, Student Data Teams	Title I
		Teachers use data to move students in and out of groups to meet individual learning needs.	PLC Meeting Minutes and MTSS Documentation	Foster, Individual Teachers, Student Data Teams	N/A
	KCWP 5 Design, Align, Deliver Support Processes (practice)	Instructional PLCs- PLCs will be focused on instruction and	Weekly PLC agendas that demonstrate a change in practice	Foster, Individual Teachers	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Professional Learning Community	the planning of instruction delivery.	to better support student learning		
		Coaching sessions implemented by building administrator.	Evidence of change in classroom practice	Foster	N/A
Math Students with an IEP: decrease the percentage of students scoring Novice on KSA from % to %	KCWP 2 Design and Deliver Instruction Characteristics of Highly Effective Teaching and Learning (practice)	MAP assessments and other assessments, STAR Reading, Moby Max, Teacher created), and results analyzed in PLCs. MTSS-Academic implementation and PBIS implementation. Implementation of Reading groups for all grade levels. Addition of math and reading interventionists.	Results of student progress Tier I/II/III Implementation Team Meeting Minutes	Foster, Individual Teachers, Student Data Teams	Title 1
		Implementing Personalized/Partnership with PEBC w/ Phenomenal Teaching-Thinking Strategies/Workshop Model with Instructional Leaders and Lead Teachers.	Planning PLCs/Workshop Model Lesson Plans	Foster, Individual Teachers	Title II/ESSER
	KCWP 4 Review, Analyze, Apply Data Results: Data Driven Instruction (process)	Map Assessment Benchmarks	Student Data	Foster, Individual Teachers, Student Data Teams	Title I
		Teachers use data to move students in and out of groups to meet individual learning needs.	PLC Meeting Minutes and MTSS Documentation	Foster, Individual Teachers, Student Data Teams	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5 Design, Align, Deliver Support Processes (practice)	Instructional PLCs- PLCs will be focused on instruction and the planning of instruction delivery.	Weekly PLC agendas that demonstrate a change in practice to better support student learning	Foster, Individual Teachers	N/A
	Professional Learning Community	Coaching sessions implemented by building administrator.	Evidence of change in classroom practice	Foster	N/A
Objective 3: N/A					

4: English Learner Progress

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

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, Bowen Elementary will increase the Climate Index for Elementary from (2022) to .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Climate Index Increase the index from 82.2 to 90.0.	KCWP 5: Design, Align and Deliver Support Establish a early warning tool committee at each school as part of the MTSS team to provide support and planning around students at-risk based on the early-warnig tool factors	- Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact. - Additional follow-up meetings based on the needs of the group to continue and monitor how to utilize the tool and the impact of interventions.	- Improve student indicators in the early warning tool. - Graduation Rate - Climate & Safety Index - Behavior data	School level teams and principals monitoring watch lists with school level data	N/A
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	- Establish a MTSS team to review and revise the MTSS handbook. - The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning.	- Improve student indicators in the early warning tool. - Graduation Rate - Climate & Safety Index - Behavior data	School level teams and principals monitoring watch lists with school level data	N/A
Safety Index Increase the index from 78.9 to 90.0.	KCWP 5: Design, Align and Deliver Support Establish a early warning tool committee at each school as part of the MTSS team to provide support and planning around students at-risk based on the early-warnig tool factors	- Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact. - Additional follow-up meetings based on the needs of the group to continue and monitor how to utilize the tool and the impact of interventions.	- Improve student indicators in the early warning tool. - Graduation Rate - Climate & Safety Index - Behavior data	School level teams and principals monitoring watch lists with school level data	N/A
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	- Establish a MTSS team to review and revise the MTSS handbook. - The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning.	- Improve student indicators in the early warning tool. - Graduation Rate - Climate & Safety Index - Behavior data	School level teams and principals monitoring watch lists with school level data	N/A

Goal 5 (State your climate and safety goal.): By 2025, Bowen Elementary will increase the Climate Index for Elementary from (2022) to .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Postsecondary Readiness (high school only)

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

8: Other (Optional)

Goal 8 (State your separate goal.): N/A					
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 “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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:

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 “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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