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. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1: By 2026, the percentage of students scoring Proficient and Distinguished will be:
Reading 57.3 %
Math 48.3 %

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024- 2025, the percentage of students scoring Proficient and Distinguished will be: Reading 30% Math 25%	KCWP 1: Design and Deploy Standards Ensure implementation of local curriculum and continually assess, review and revise curricula.	Essential standards have been identified in all content areas. We will continue to review and revise learning targets to ensure congruence to the KAS. Teachers will develop learning targets that are aligned with grade level standards. Their work during PLCs will include developing a deeper understanding of the essential standards. By analyzing student assessments, teachers will have deeper discourse around how to truly determine mastery of the standards.	Teachers will develop and implement learning targets that are aligned to the standards. Lesson plans, walkthroughs and pacing guides will provide evidence of rigorous, congruent instruction and assessment.	Teachers will collaborate during PLC time to review student assessment data and ensure instruction and assessment alignment to KAS. Walkthrough BISD Coaching documentation will be calibrated by the Administrative Team (Principal & Instructional Coaches). PLC minutes and agendas by Administrative Team. Student MAP data will demonstrate growth and the percentage of students projected proficient in math and reading.	Deeper Learning
		Weekly, our teachers and school leaders collaborate during PLC time. These PLCs are used to discuss student formative and summative assessment results and embedded professional development. Our teachers plan instruction according to student performance results and mastery of the learning targets. Teachers include appropriate standards-based learning targets in each lesson.	The workshop model for instruction provides the structure for teachers to implement individualized instruction. Teachers will use common assessments, as indicated on the pacing guides.	Student MAP data will demonstrate growth and the percentage of students projected proficient in math and reading. PLC assessment analysis tool from each grade level PLC PLC content focus schedule Teachers and instructional leaders will analyze common summative assessment data during PLCs.	N/A
		Our students are released early each Wednesday. At this time, our teachers meet for 1 hour in Professional Learning Communities. During PLCs teachers bring formative assessments, analyzing data, and finding common	Teachers will implement formative assessment strategies seamlessly in instruction. The formative assessment data will be utilized to	Assessment analysis tool from grade level PLCS will be reviewed by administrative team. Walkthrough BISD Coaching documentation will be calibrated by the	N/A

Goal 1: By 2026, the percentage of students scoring Proficient and Distinguished will be:
Reading 57.3 %
Math 48.3 %

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		trends to inform individual student instruction.	plan lessons and differentiate instruction for personalized learning.	Administrative Team (Principal & Instructional Coaches). Structure of district walkthrough form will mirror the expectations of The Bellevue Classroom (Workshop Model) and district leadership will review quarterly.	
		Purchase and implementation of Tier 3 math intervention program, including analysis of student data for MTSS	Increased success of Tier 3 students on progress monitoring and screeners	Progress monitoring data generated internally by the Tier 3 math intervention program will be reviewed and analyzed during MTSS meetings	SIF

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

Goal 2 (*State your separate academic indicator goal*):
In 2026, the percentage of students scoring Proficient and Distinguished will be:
On Demand Writing will be 41.6%
Social Studies will be 35.7%
Science will be 40.5%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In 2024 - 2025, the percentage of students scoring Proficient and Distinguished will be: On Demand Writing 25% Social Studies 25.0% Science 30.6%	KCWP 1: Design and Deploy Standards Ensure implementation of local curriculum and continually assess, review and revise curricula.	Intentional schedule revisions in order to provide dedicated time to Science and Social Studies instruction at every grade level. Once a month, teachers bring student work samples from science and social studies instruction to PLCs and complete reflection tool. Once a month, teachers focus PLC conversations on writing. Teachers will identify supports needed at their grade level for writing curriculum implementation.	Students will be engaged in Science and Social studies instruction at every grade level every day. Admin will review reflection tools for curriculum implementation. Teachers bring multi-level student writing samples and collaborate to set expectations for proficient grade level writing.	District and school leadership teams will participate in quarterly walkthroughs. Walkthrough data will be analyzed by school and district leadership teams to help determine needs for professional learning surrounding evidence based practices. Through the work of creating grade level expectations, administrators will begin work on school-wide writing expectations, leading to revision of school writing policy.	N/A
	KCWP 2: Design and Deliver Instruction Ensure implementation of evidence based curriculum and strategies with fidelity for academic instruction.	Instructional resources aligned to the standards in Social Studies, Science, and writing will be used by teachers. Teachers will follow created pacing guides for Science, Social Studies, and writing.	Students will demonstrate proficiency through common formative and summative assessment results. Teachers will demonstrate understanding of	District and school leadership teams will participate in quarterly walkthroughs. Walkthrough data will be analyzed by school and district leadership teams to help determine needs for professional learning surrounding evidence based practices.	N/A

Goal 2 (*State your separate academic indicator goal*):
In 2026, the percentage of students scoring Proficient and Distinguished will be:
On Demand Writing will be 41.6%
Social Studies will be 35.7%
Science will be 40.5%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			standards during PLC conversations.	Teachers review common assessment data during grade level PLCs.	
	KCWP 4: Review, Analyze and Apply Data Utilize PLC meetings to ensure a uniform approach for examining and interpreting various data sources, pacing guide implementation and effective use of data to determine priorities for individual student success.	Our teachers will participate in school wide Writers' Workshop professional development. Data and feedback will be used to determine next steps in instruction. ● Intentional writing block ● Coaching cycles continuing for the next two years	Student work samples will demonstrate increased student proficiency in writing.	Student writing prompts and work samples will be reviewed and analyzed by teacher PLC teams and principal for effectiveness of instruction and implementation. Instructional coach will set goals with teachers in the coaching cycle and will review progress towards goals quarterly with teachers and instructional leaders.	KyCL grant funds

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 3: Gap
By 2026, the percentage of students with IEPs scoring Proficient and Distinguished will be:
Reading 26.3%
Math 17.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024- 2025 students with IEPs scoring proficient and distinguished will be Reading 20.3% Math 11.7%	KCWP 1: Design and Deploy Standards Ensure implementation of local curriculum and continually assess, review and revise curricula. Ensure a uniform approach for examining and interpreting various data sources and effectively use data to determine priorities for individual student success.	Ensure regularly-scheduled PLC meetings to review the alignment between standards and learning targets, thinking strategies and assessment measures.	Teachers will develop and implement learning targets that are aligned to the standards and adhere to the Grandview pacing guides and curriculum documents. Lesson plans, walkthroughs and pacing guides will provide evidence of rigorous, congruent instruction and assessment. Students will be receiving differentiated instruction each day in appropriate content areas, dependent on IEP goals. Students will be able to discuss	Adhere to the walkthrough schedule, providing consistent feedback to teachers using district developed walkthrough tool. PLC teams will review formative assessment and student work samples to ensure progress towards proficiency of grade level standards. In addition to general education classroom student data, special education teachers will review progress toward IEP goals by analyzing progress monitoring data. The MTSS team will review multiple sources of data (attendance, behavior, SEL, academic) to monitor student progress and make adjustments as needed.	N/A

Goal 3: Gap By 2026, the percentage of students with IEPs scoring Proficient and Distinguished will be: Reading 26.3% Math 17.7%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			learning goals and reflect on individual strengths and weaknesses.		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By the 2026, 80% of students identified as English Learners will reach attainment status on the ACCESS test.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: In the 2024 - 2025 school year, 18.2% of students identified as English Learners will reach attainment on ACCESS testing	**KCWP 2: Design and Deliver Instruction** Ensure instructional strategies and programs are implemented in classrooms to address and support English Language Learners	Collaborate with NKCES EL Consultant to provide resources and specially designed instruction to identified students	ACCESS Testing results	Quarterly meetings with district EL Coordinator and EL consultant	Title III and General Funds

5: Quality of School Climate and Safety- ADD FRYSC AND PARENT INVOLVEMENT

Goal 5 (State your climate and safety goal.):
By the 26/27 school year, at least 75% of students will agree that students being mean or hurtful to other students is NOT a problem for this school

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
GES: By the 2024 - 2025 school year, less than 50% of students will report they disagree with the following statement, "Students being mean or hurtful to other students is NOT a problem for this school."	**KCWP 6: Establishing Learning Culture and Environment** Continue to cultivate an environment that supports staff and student needs and ensure success.	Leadership team will analyze Character Strong data to determine student needs and necessary interventions	A decrease in negative interactions between students	The MTSS team will review behavior referral and SEB small group anecdotal data every six to eight weeks. District Leadership team reviews Infinite Campus behavior referral data on a quarterly basis.	SPF Grant
		SEL push in with counselor in classrooms & common school expectation language.	Students and parents can articulate the common school expectation language.	Weekly Administrative Team meetings MTSS School Level team will collect and review data from SEL universal screeners and submit that data to District Level MTSS Team	N/A
		Addition of Assistant Principal position with an emphasis on SEB, partnering with FRYSC coordinator to strengthen family/school connections	Increased family engagement; increase of family engagement opportunities; positive shifts in SEL reporting data; decrease in behavior referrals	FRYSC data collection of family involvement; IC early warning report; SEL reporting data reviewed	FRYSC funds, SPF grant, general funds
		Mental health therapist and school counselor continue to implement collaborative peer social groups.	A decrease in negative interactions between students	Monthly Care Team will review and analyze Infinite Campus Early Warning report. District Level MTSS Team will meet to review and analyze early warning data quarterly	SPF Grant

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 "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.	☒
		☐
		☐
		☐
		☐

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:
 	
Grandview Elementary School Level Turnaround Team
Ms. Heather Rabe, GES School Principal
   ● **School instructional leader; develop systems and processes; monitor implementation and effectiveness; ensure student growth and success**
   ● **Hold teachers and staff accountable to their professional standards through the evaluation process**
Mr. Brandon Forshey, Asst. Principal
   ● **Carries out systems and processes; assists in monitoring the implementation and effectiveness; ensures student growth and success.**
   ● **Hold teachers and staff accountable to their professional standards through the evaluation process.**
Ms. Sara Teegarden, Instructional Coach
   ● **Instructional focus, supporting teachers in evidence based practices and curriculum implementation**
   ● **Provide coaching and support in classrooms for implementation of evidence-based instructional practices and differentiation strategies for student learning**
Ms. Allison Craig, School Counselor
   ● **SEL and Behavior focus: individual and small group counseling to remove social and emotional barriers to promote academic success, SEL curriculum implementation, behavior interventions, creates a positive culture for students and teachers**
Ms. Kelsey Rozanski, Math Instructional Coach
   ● **Math instructional focus, supporting teacher capacity and to strengthen Tier I math instruction and ensure student growth and success in math**
   ● **Provide coaching and support in classrooms for implementation of evidence-based instructional practices and differentiation strategies for student learning**
 	
BISD Level Turnaround Team: Provides direct supports to school
Ms. Misty Middleton, Superintendent

- **District instructional leader; leading school and district leadership in the creation of district systems and processes that are aligned to the district's vision, mission, and core values. Holds school and district leaders accountable to their standards through the evaluation process.**

Ms. Alison Teegarden, Director of Academics
- **Ensure curriculum is aligned with KAS; guarantee high quality aligned curriculum documents for all content areas; secure teacher resources and professional learning that build teacher efficacy**

Ms. Katrina Rechtin, Director of Student Services
- **Monitor and relay attendance data and trends to district team; collect and use data as a tool for continuous improvement**

Ms Tara Wittrock, Director of Special Populations
- **Monitor alignment of special education expectations and instructional practices; collect and use data as a tool for continuous improvement**

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:

GES has utilized a variety of processes for reviewing allocation and use of resources (people, time, and money), and for any resource inequities that were used for identifying our under performance. In reflection, the school did not have curriculum documents and pacing guides that were systematic and utilized by all staff. This prohibited students from receiving effective and appropriate Tier 1 instruction to the level of standards. This also created a barrier for progress monitoring. Other processes and systems such as PLC's, walkthrough formats, and MTSS plans were not formalized. The school also did not have a formal math resource it was utilizing and had recently begun implementation of a new literacy program. High turnover also led to inconsistent professional learning opportunities for staff and proper training in the school's approved programs. Additionally, there was not consistent science and social studies instruction during the pandemic.

Improvement efforts were also determined through our school's needs assessment processes and protocols along with the school audit review data/feedback. In addition, the school's turnaround team has contributed critical feedback and input regarding improvement initiatives based on audit review information and our improvement priorities.

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.

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Professional Learning Communities ☒	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	☒
Professional Development ☒	Yoon, K. S., Duncan, T., Wen-Yu Lee, S., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student achievement. *Institute of Education Sciences* , *REL 2007*(33). https://doi.org/https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf	☒
Mathematics Response to Intervention (RTI) ☒	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	☒