CDR

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

On the 2022-2023 KSA data, 20% of students scored Novice on Reading and 24% scored Novice on Math. We will address Novice reduction in these areas.
Also, we have a large percentage of students scoring lower in math than expected. 36% of students scored proficient in math while only 12% scored distinguished. In science, 45% of students scored apprentice while 43% scored proficient/distinguished combined.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. Instruction and activities will be aligned to KAS.
2. Assessment systems will include formative, diagnostic, benchmark, and summative that will be used for educational decision making.
3. Implement a system for reviewing, analyzing, and applying data results to determine next steps.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	68.3	+2.5
State Assessment Results in science, social studies and writing	72	-0.1
English Learner Progress		
Quality of School Climate and Safety	81.6	+9.2
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take 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.): Our goal by 2025 is to increase proficiency to 69.3% in Reading and 54.7% in Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Our goal for Reading in the next year is to increase our proficiency from 52% to 67.6%.	KCWP 1: Design and Deploy Standards: CDR will develop a system of monitoring and revising the reading curriculum.	District planning days and common planning times to ensure district curriculum maps are congruent and aligned.	Updated District Curriculum Maps for Reading	Principal, Assistant Principal, and Director of Teaching and Learning will collect walkthrough data during reading blocks to ensure consistency with curriculum maps.	
				Principal and Assistant Principal will review lesson plans weekly during walkthroughs to ensure lesson plans are aligned with the district reading curriculum documents.	
	KCWP 2: Design and Deliver Instruction: Monitor the fidelity of monitoring aligned resources and activities, increase engagement.	Grade level content meetings occur regularly prior to new units to discuss instructional resources and ensure Tier 1 instruction is congruent with standards.	Content Planning agendas, lessons plans, and growth on the iReady reading assessment, lesson plans reflecting effective instructional practices	Principal and Assistant Principal will use PLCs to monitor data while PLC members will bring data including iReady scores, formative and summative assessment data to ensure Tier 1 instruction is effective.	
	KCWP 3: Design and Deliver Assessment Literacy	District Planning Days and grade level content planning meetings are used to create and review common assessments and formative assessments.	Grade level aligned common assessments and formative assessments	Director of Teaching and Learning will oversee the creation of reading common assessments, Reading Teacher Leader will oversee unit formative assessments.	
Objective 2 Our goal for Math in the next year is to increase our proficiency from 48% to 52.2%.	KCWP 3: Design and Deliver Assessment Literacy: Ensure summative and formative assessments are aligned to KAS.	Continue creating and aligning summative and formative assessments to ensure congruency with standards.	District summative and formative assessments noted in lesson plans and PLC agendas	Assistant principal will review weekly lesson plans to ensure summative and formative assessments are being utilized to measure math goals.	
		Utilize daily formative assessment data to plan next steps for instruction of content and student needs	Adjusted lesson plans/small groups based on formative assessments noted in observations and walkthrough data.	Principal and Assistant Principal will use content PLCs to share examples of how instruction has shifted based on formative assessment results.	
	KCWP 4: Review, Analyze, and Apply Data	Grade level content meetings to include discussion on planning, reteaching, flexible grouping, and optimum scheduling of instruction with intervention.	I-Ready interim data, summative and formative assessment results, teacher regrouping of instructional groups	Principal updates SBDM council following the administration of the universal screener, MTSS coordinator creates an agenda and updates notes to reflect the movement in Tier 2 and Tier 3, Teachers meet during MTSS meetings to share summative and formative assessment results to make MTSS decisions, Teacher Leader creates agendas and notes from grade level content meetings.	

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Our goal by 2025 is to increase proficiency to 56.7% in Science, 81.3% in Social Studies, and 78.2% in Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Our goal for Science is to increase proficiency from 44% to 54.3%.	KCWP 1: Design and Deploy Standards	District planning days will ensure district curriculum maps are congruent and aligned.	Updated district curriculum map for science	Principal, Assistant Principal, and Director of Teaching and Learning will complete walkthroughs to ensure Science instruction is aligned with standards. The Science Teacher Leader will share at the school level ways to build science skills.	
	KCWP 2: Design and Deliver Instruction	Grade levels will continue to engage students in science curriculum that has been aligned and congruent with the standards	District alignment science documents, lesson plans	The principal and assistant principal will review weekly lesson plans to ensure the science content is congruent. Classroom teachers will include science learning targets in their plans.	
Objective 2 Our goal for Social Studies is to increase proficiency from 53% to 80.3%.	KCWP 1: Design and Deploy Standards	District planning days ensure district curriculum maps are congruent and aligned.	Updated district curriculum map for social studies.	Principal, Assistant Principal, and Director of Teaching and Learning will complete walkthroughs to ensure Social Studies instruction is aligned with standards. The Social Studies Teacher Leader will share at the school level.	
	KCWP 2: Design and Deliver Instruction	Grade levels will continue to engage students in social studies curriculum that has been aligned and congruent with the standards.	District Alignment Social Studies documents, lesson plans	The principal and assistant principal will review weekly lesson plans to ensure the social studies content is congruent. Classroom teachers will include social studies learning targets in their plans.	
Objective 3 Our goal for Writing is to increase proficiency from 61% to 77%.	KCWP 1: Design and Deploy Standards	Continue to monitor and evaluate the writing program to ensure high levels of student learning.	PLC agendas, lesson plans, and writing scores	PLC discussions led by the principal and assistant principal, walkthroughs and observations conducted by the principal, assistant principal, and Director of Teaching and Learning and lesson plans created by the classroom teachers.	
	KCWP 2: Design and Deliver Instruction	Grade levels will continue to engage students in writing opportunities that have been aligned and congruent with the curriculum policy.	Students produce a variety of writing documents based on the writing policy.	Classroom teachers will provide lesson plans and writing products that meet the rubrics and expectations.	

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 By 2024, increase the percentage of students with disabilities scoring proficient in reading to 32.4%	KCWP 2: Design and Deliver Instruction: The special education team will establish a system of collaboration to meet the needs of all students.	Co-teachers will attend R&R meetings to develop a better understanding of the reading curriculum at their grade level.	R&R meeting agendas and notes	The Director of Special Education, Principal, Assistant Principal, and Director of Teaching and Learning will provide opportunities for co-teachers to collaborate.	
		CDR will designate co-teaching partners for professional development and R&R content meetings. Participants will engage in co-teaching professional development as a team using the reading curriculum.	R&R meeting agendas and notes	The Director of Special Education, Principal, Assistant Principal, and Special Education Teacher Leader will use walkthrough data to reflect on the outcomes of these collaborative experiences. Special Education teachers will reflect on iReady Reading assessment data during PLCs.	
	KCWP 5: Design, Align, and Deliver Support Processes: A system of monitoring, feedback and coaching for co-teachers will be established.	Co-teaching settings will receive regular walkthrough feedback during reading instruction.	Walkthrough data and feedback and PLC agendas.	District and building administrators will provide feedback to co-teachers referring to best practices.	
		The master schedule will be examined to ensure systems of support exist for reading during whole group and small group time.	Leadership team agendas and PLC agendas	District and building administrators will adjust the master schedule as needed based on feedback.	
Objective 2 By 2024, increase the percentage of students with disabilities scoring proficient in math to 24.9%	KCWP 2: Design and Deliver Instruction: The special education team will establish a system of collaboration to meet the needs of all students.	Co-teachers will attend M&M meetings to develop a better understanding of the math curriculum at their grade level.	Special education PLC agendas and minutes, PD agendas and logs	The Director of Special Education and principal will provide opportunities and schedules to allow for these professional development opportunities.	
		CDR will designate co-teaching partners for professional development. Participants will engage in co-teaching professional development together as a team using the math curriculum.	PLC agendas and minutes, CDR leadership team agendas and minutes and list of participating teachers	Director of Special Education, Special Education teacher leader and Principal will reflect on the outcomes of professional development and learning experiences.	
	KCWP 5: Design, Align, Deliver Support Processes	Co-teaching settings will receive regular walkthrough feedback during math instruction	Walkthrough data and feedback and PLC agendas	District and Building administrators will provide feedback to co-teachers referring to best practices. Special Education teachers will reflect on iReady math assessment data during PLCs.	
		The master schedule will be examined to ensure systems of support exist for math during whole group and small group time.	The leadership team agendas and PLC agendas.	District and building administrators will adjust the master schedule as needed based on feedback.	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2024, increase the measure of interim progress for English Language Proficiency from 33.3% to 36.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease Novice scores in Reading for EL students.	KCWP 5: Design, Align, and Deliver Support: Develop practices to promote equitable and inclusive learning experiences in the reading curriculum.	Teachers will collaborate with the EL instructor to create individualized plans of support for EL students to access content in the reading classroom.	PLC agendas, scheduling of time when EL instructor works in the reading classroom	Director of Teaching and Learning, Principal, and Assistant Principal will provide opportunities for collaboration and professional learning for EL instruction.	
Objective 2 Decrease Novice scores in Math for EL students.	KCWP 5: Design, Align, and Deliver Support: Develop practices to promote equitable and inclusive learning experiences in the reading curriculum.	Teachers will collaborate with the EL instructor to create individualized plans of support for EL students to access content in the math classroom.	PLC agendas, scheduling of time when EL instructor works in the math classroom	Director of Teaching and Learning, Principal, and Assistant Principal will provide opportunities for collaboration and professional learning for EL instruction.	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, CDR will increase the climate indicator score from 83.6 to 85.42 and the safety index score from 79.6 to 81.87.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, we will improve our climate indicator score from 83.6 to 85.42.	KCWP 6: Establishing Learning Culture and Environment	Employ growth mindset strategies to improve student ownership. Teachers will assist students by utilizing growth mindset in common language, set clear goals and develop age appropriate steps.	SEL lessons and common growth mindset language	The school counselor will monitor common language and create weekly SEL lessons for classroom teachers to utilize during SEL time.	
		Develop and share resources focused on a growth mindset.	Faculty meeting agendas and PLC agendas	The school counselor will complete a practice survey with students, iReady and KSA performance	
Objective 2 By 2024, we will improve our safety score from 79.6 to 81.87.	KCWP 6: Establishing Learning Culture and Environment	Alignment of ICP & SEL to educate and teach expectations across the school using common language.	School leadership team agenda and teacher lesson plans	The school counselor will monitor the usage of the Second Steps program.	
		Employ schoolwide PBIS (PAWS) expectations	Surveys, PAWS recognitions and participation	The leadership team will annually review behavior data for students in Tier 1, Tier 2, and Tier 3 as well as students with IEP's to determine the changes that are needed in our school-wide expectations.	

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					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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 on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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:**

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:**

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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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		☐

Evidence-based Activity	Evidence Citation	Uploaded in CIP
		☐
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