Getts

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 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.

Improving Math proficiency for all student according to KSA score by 6 points.
Improving Reading proficiency for all students according to KSA score by 4 points.
Improving On Demand Writing proficiency for all students according to KSA score by 89 points.

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.

KCWP 1 Design and Deploy Standards Processes - PLC data discussions, School-wide Reading and Writing Scoring
KCWP 3 Design and Deliver Assessment Literacy

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Yellow	Green
State Assessment Results in science, social studies and writing	Yellow	Yellow
English Learner Progress		
Quality of School Climate and Safety	Yellow	Orange
Postsecondary Readiness (high schools and districts only)	Yellow	Green
Graduation Rate (high schools and districts only)	Yellow	Blue

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.): By 2026, GCHS will increase KSA Reading proficiency from 42.3% to 49.2% and Math proficiency from 38.8% to 49.2% on KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, KSA Proficiency will increase to 47.4% in Reading.	KCWP 1: Design and Deploy Standards	Examine the congruence of standards, targets, and assessments. Monitor common summative assessments' congruence of standards to test questions.	Lesson plans Assessments PLC minutes	Administration team Teacher Leaders	
By May 2024, KSA proficiency is 40.2%	KCWP 5: Design, Align, and Deliver Support Processes	Monitor students' formative and summative assessments. Monitor classroom support systems for remediation and enrichment.	Formatives Summative PLC minutes	Administration Team Teacher Leaders Classroom Teachers	IXL- Sitebased Edulastic - District
Objective 2					

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, GCHS will increase our proficient and distinguished percentage in Science from14.8% to 35%, Social Studies proficient and distinguished percentage from 30.5% to 40%, and Writing scores from 35% to 55%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, KSA Science scores proficient and distinguished scores will increase from 14.8% to 20%.	KCWP 1: Design and Deploy Standards	Examine the congruence of standards, targets, and assessments. Monitor common summative assessments' congruence of standards to test questions.	Lesson plans Progress Monitoring KSA, ACT PLC Minutes	Administration team Teacher Leaders	none
Objective 2 By May 2024, KSA Social Studies proficient and distinguished scores will increase from 30.5% to 34%.	KCWP 5: Design, Align, and Deliver Support Processes	Monitor students' formative and summative assessments.	Formatives Summative PLC minutes	Administration Team Teacher Leaders Classroom Teachers	Desmos - Sitebase Edulastic - District
Objective 3 By May of 2024, KSA Writing proficient and distinguished scores from 35% to 55%	KCWP 5: Design, Align, and Deliver Support Processes	Monitor mock writing plan	On Demand Writing Prompts	Administration Team English Classroom Teachers	

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 analyses when conducting their review of their 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, 9.1% of SE students will be proficient or above in Reading	KCWP 5: Design, Align and Deliver Support Processes	Weekly Iready sessions Quarterly Reading assessments Weekly reading prompts	Data forms Assessment results	Administration Team Teacher Leaders Classroom Teachers PLC SE PLC	Iready - District
Objective 2 By 2024, 9.1% of SE students will be proficient or above in Math.	KCWP 5: Design, Align, and Deliver Support Processes	Weekly Desmos sessions	Data forms Assessment results	Administration Team Teacher Leaders Classroom Teachers PLC SE PLC	Desmos - SBDM
Objective 2					
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, 28% of English Learner students will reach attainment(English Language Proficiency) on the ACCESS test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, 24% of EL students will have English Language Proficiency	KCWP 5: Design, Align and Deliver Support Processes	The District English Learner Coordinator will meet with students to form individual plans.	ACCESS test Common Unit Test EL progress Monitoring	The district EL coordinator Administration team Classroom teachers.	
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): The school climate and safety data from KSA shows 35% of our students do not feel our school rules are fair. By 2026, that number will decrease to 20%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, 69% of students will agree that school rules are fair and equitable.	KCWP 6: Establishing Learning Culture and Environment	The administration team will form a student voice committee	Student Voice Survey Meeting Wise Agendas	The principal	
		The administration team will form a PBIS committee.	The PBIS committee meeting agenda	The PBIS committee	SBDM
Objective 2					

6: Postsecondary Readiness (High School Only)

By 2026, Garrard County Schools will increase the percentage of students postsecondary ready to 81.1%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- By 2024, Garrard County Schools will increase the percentage of students postsecondary ready to 75.7%.	KCWP 5: Design, Align and Deliver Support Processes.	Adminstration monitoring sheet for students' advancement and post-secondary achievement status.	PSR Committee Meeting Agenda and Minutes	PSR Committee	
Objective 2- By 2024, Garrard County Schools will increase the percentage of students with disabilities postsecondary ready to 30.79%.	KCWP 5: Design, Align and Deliver Support Processes.	Monitor Individual learning plans	GCHS Leadership Team Classroom Teachers	The Director of Teaching and Learning Principal	
		Celebrate student achievement			
		Reading Readiness tutorials	GCHS Leadership Team Classroom Teachers	The Director of Teaching and Learning, Principal	
		Math Readiness tutorials	GCHS Leadership Team Classroom Teachers	The Director of Teaching and Learning Principal	
		Writing Readiness tutorials	GCHS Leadership Team Classroom Teachers	The Director of Teaching and Learning Principal	

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): By 2026, GCHS will increase the number of students expected to graduate to 94%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- By 2023, Garrard County Schools will increase the percentage of students expected to graduate high school to 93.8%.	KCWP 3: Design and Deliver Assessment Literacy.	Ensure Summer learning opportunities for At-Risk students.	PSR Committee Meeting Notes	Director of Teaching and Learning, Director of Federal Programs Director of Pupil Personnel GCHS administration	
	KCWP 3: Design and Deliver Assessment Literacy.	Monitor Credit Recovery courses Deliver Academic/Career Counseling	Edmentum data PSR Committee Meeting Notes	Director of Teaching and Learning, Director of Federal Programs Director of Pupil Personnel GCHS administration	
	KCWP 3: Design and Deliver Assessment Literacy.	Analyze Tier III behavior data	District Level MTSS School Level Meeting Agenda and Minutes	MTSS Team	
		Monitor attendance behavior Deliver Academic/Career Counseling	Truancy Diversion Meetings Agenda and Minutes,	The Director of Pupil Personnel Administration Team	
Objective 2 By 2024, Garrard County Schools will increase the percentage of students with disabilities expected to graduate high school students to78.2%	KCWP 3: Design and Deliver Assessment Literacy.	Develop and monitor Individual learning plans	GCHS Leadership Team Agenda and Minutes	The Secondary Director of Teaching and Learning, GCHS administration, and ACE designee will review ILP implementation, needs, and impact on student's progress toward graduation.	
		Monitor the transition plan to support faculty and staff awareness of student needs involving MTSS, special education, English learners, gifted and talented, and 504 plans.	PSR Committee Meeting Agenda and Minutes, GCHS Leadership Team Meeting Agenda and Minutes	District Leadership Team Principal	

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	☒
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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:**

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.

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