# 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.

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| One area of concern is that 36% of our students are writing at a proficient/distinguished level.We will work to decrease the 30% novice rate to 25% and decrease the 25% apprentice numbers to 20% as it pertains to our reading strategies.Similarly we want to decrease the number of novice students by 10% to 30%We also will continue to work to address the areas of concern for our students that are designated as SPED students to increase achievement in all areas.  |

**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.

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| **KCWP 2: Design and Deliver Instruction –** we will continue to address this through our intentional instructional support, through the PLC processes as well as through the intentional literacy practices. **KCWP 4: Review, Analyze, and Apply Data Results –** we will address this through our PLC processes.  |

**Indicator Scores**

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

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| --- | --- | --- |
| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | 53.8  | +4.8 |
| State Assessment Results in science, social studies and writing | 53.6 | +7.6 |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | 62.7 | +4.8 |
| Postsecondary Readiness (high schools and districts only) |  |  |
| Graduation Rate (high schools and districts only) |  |  |

## 1: State Assessment Results in Reading and Mathematics

| Goal 1 (State your reading and math goal.):*Goal 1A:   By 2026, Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 55% by 12/1/2026 as measured by the state assessment.**Goal 1B:  By 2026, Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in math from 30% to 43.5% by 12/1/2026 as measured by the state assessment.* |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1: *By 2024 Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 50%**By 2024 Bluegrass Middle School will increase the combined percentage of students coring proficient and distinguished in math from 30% to 35%* | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply Data | The PLCs will continue to review and revise curriculum maps to include pacing structures (by the day) based upon the Combined Document and the Blueprint for Kentucky Common Core Content Assessment. Activities will also be aligned and congruent with the Combined Document and include levels of learning 100% of all PLCs will follow the expectation. Results will be monitored through direct contact with teachers and student work. | Student results on I-ready, CERT assessments, common assessments, PD agendas, attendance rosters, PLC minutes, | Bi-weekly PLC MeetingsNTN Journey MappingInstructional Leadership Meeting MinutesLeadership Team Meeting MinutesLesson plansReview of common assessments and rubricsWalkthrough data/observation. | None |
| PLCs will develop Common Assessments by grade and content levels.. | District Funding/PPA |
| Objective 2: *By 2024 Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 50%**By 2024 Bluegrass Middle School will increase the combined percentage of students coring proficient and distinguished in math from 30% to 35%* | KCWP 1: Design and Deliver InstructionKCWP 4: Review, Analyze and Apply Data | Teachers will continue to attend PLCs, professional development, cadres and review assessment data | Increased instructional rigor leading to increased proficiency scores | Instructional Leadership Team MeetingsProfessional Learning PlansFaculty Meeting MinutesStudent Surveys | District Funding/PPA |
| Teachers will experience routine rounds of intentional feedback aligned to the HCS instructional focus areas |
| Utilizing the instructional clock developed by administrators and teacher leaders - teachers will create their lessons and unit plans | Increased engagement in lessonsIncreased level of rigorIncreased bell to bell teaching |
| Teachers will utilize PBL/PrBL teaching to address student needs as identified on assessment data/student knows and needs to knows. |

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| --- | --- | --- | --- | --- | --- |
| Objective 3: *By 2024 Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 50%**By 2024 Bluegrass Middle School will increase the combined percentage of students coring proficient and distinguished in math from 30% to 35%* | KCWP 1: Design and Deliver InstructionKCWP 4: Review, Analyze and Apply Data | ELA Teachers will develop the RUN the RACE and PEEL Protocol and teach this to other content areas through a faculty meeting | Increased movement of “bubble” students (minus 10 on the cut score) towards proficiency. | Scores on ERQsStandardized practices observed in classrooms Instructional Leadership Meeting MinutesLeadership Team Meeting MinutesLesson plansWalkthrough data/observation. | District Funding/PPA |
| ELA teachers in conjunction with instructional leaders will develop a CLOSE reading strategy that allows students to read and annotate texts with fidelity. |

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

| *Goal 2:**By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in science from 19% to 23%**By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in social studies from 26% to 32%.**By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in writing from 36% to 45%* |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1: Strong Instructional Processes*By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in Science from 19% to 21%**By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in social studies from 26% to 29.5%**By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in writing from 36% to 40%.* | KCWP 1: Design and Deliver InstructionKCWP 4: Review, Analyze and Apply Data | Teachers will continue to attend PLCs, professional development, cadres and review assessment data | Increased instructional rigor leading to increased proficiency scores | Instructional Leadership Team MeetingsProfessional Learning PlansFaculty Meeting MinutesStudent Surveys | No Funding Needed |
| Administrators will analyze and routinely review data collected through walkthroughs to evaluate feedback and plan instructionally for the week/month/year |  |
| Administrators will communicate this data through appropriate feedback |
| Utilizing the instructional clock developed by administrators and teacher leaders - teachers will create their lessons and unit plans |
| Objective 2: Strong Literacy Practices*By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in Science from 19% to 21%**By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in social studies from 26% to 29.5%**By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in writing from 36% to 40%.* | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support | Teachers will be trained in the RACE protocol as well as the PEEL protocol and will implement this with fidelity in their classes.  | Increased levels of writing proficiency across the content areas.  | Scores on ERQsStandardized practices observed in classrooms Instructional Leadership Meeting MinutesLeadership Team Meeting MinutesLesson plansWalkthrough data/observation. | None needed |
| Each content will commit to one to two intentional extended response and/or document based questions that will utilize standard practices to  |

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## 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, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in reading from 14% to 20%**By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in Math from 12% to 18%* | KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver Instruction | IXL and My Path will be monitored by quarterly assessments and progress reports given to the principal.  Students, parents, and teachers will be communicated with if there is little to no progress | Increased student proficiency scores – specifically within GAP groupings | Bi-weekly PLCsNTN Leadership Team Meetings | $3750.00 |
| ILT Meetings  |
| Increased instructional rigor leading to increased proficiency scores | Instructional Leadership Team MeetingsProfessional Learning PlansFaculty Meeting Minutes | No Funding Needed |
| Objective 2: *By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in reading from 14% to 20%**By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in Math from 12% to 18%* | KCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver Support | GAP students will be placed in KSI intervention classrooms as well as work on IXL and My Path from iReady to fill the gaps in learning.  These classes will be no less than 45 minutes.  Students will be assessed quarterly and progress will be reviewed weekly. | IXL and My Path will be monitored by quarterly assessments and progress reports given to the principal.  Students, parents, and teachers will be communicated with if there is little to no progress | Bi-weekly PLCsMonthly KSI/MTSS Meetings | $3750 |
| Objective 3 *By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in reading from 14% to 20%**By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in Math from 12% to 18%* | KCWP 5: Design, Align and Deliver Support  | Teachers will name and claim students who are not meeting standards, those who are novice. | Monthly grade level meetings.Monthly faculty meetings.Monthly review of PLC meeting minutes, agendas. | Monitoring data of gap students via weekly I-Ready, progress monitoring. | None required |
| Teachers will create a data analysis sheet and 30-60-90 day plan to implement with strategies that best support the students in moving forward in their learning. |

## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): *By 2026, the English Learner Progress Indicator will increase from 18/low to 31/high* |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1:*By 2024, the English Learner Progress Indicator will increase from 18/low to 24 (medium)* | KCWP 2: Design and Deliver Instruction | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. *(To include but not limited to:  EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS,  I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education)**Carousel of Ideas (Elementary Curriculum)**Champion of Idea (MS and HS Curriculum)* | State Assessment ResultsACCESS Test ResultsMODEL AssessmentI-Ready ResultsPLC AgendasProfessional Learning OpportunitiesWalkthroughsData/Monitoring Forms | Fall 2024:State Assessment Score Release,School Report Card,ATSI/CSI IdentificationQuarterly: District Assessment Data | Title ITitle II Title IIIESSDistrict Instructional Funds |

## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.):By 2026, the Quality of School Climate and Safety Indicator score will increase from 62.7 (Low) to 68.0 (High)  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1: *By 2024, the Climate Index Score will increase by 5 points* | KCWP 6: Establishing Learning Culture and Environment | DAWG Store | Care Survey Results both Student and StaffReduction in Major and Minor disciplinary infractions | Student feedbackParent Feedback Teacher FeedbackDiscipline Referrals | $2000.00 PPA |
| PBIS Expectations - All Staff members will review the common expectations of the school at the beginning of the year, after every break, and a hard reset after Winter Break |
| All Students will participate in a homeroom - academic Goal Setting and behavioral coaching, we will also add reviewing core values and community expectations, the HCS work ethic standards, a community service project, as well as SEL lessons. | Care Survey Results in the Fall, Winter, SpringSurvey Results from KSA | Completion of lessonsStudent feedbackParent Feedback | None |
| Club Days - All students will select a club offering in the fall and spring during a club rush to participate in during that semester. Clubs will meet monthly and be a variety of student interests and ideas during the school day. |
| Objective 2:*By 2024, the Safety Index will increase by 5 points.* | KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support | Teachers will receive training on effective supervision | Student, parent, and teacher survey data throughout the year, feedback from local law enforcement and SRO, IC behavior data and incident report data. | PLCs and PD agendas, discipline data, signage outside classrooms, receipts for cameras and window wrappings, SBDM minutes | No additional funding needed |
| Discipline data will be examined to find trouble spots within the school |
| School safety plan will be reviewed at least twice annually |

## 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). zSpecial 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:

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| **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:** As a school we will continue to invest in the New Tech Network project-based learning protocols to analyze data. Additionally, we will utilize instructional feedback and walkthroughs to thoroughly work with teachers and build strong leadership in our classrooms. **District Led:** Some schools have more Support Teachers assigned to them based on student need.  An instructional coach has been hired to work solely with three of our previous lower performing elementary schools. IDEA-B funding is based on school enrollment and programs (PASS, LI, etc). Hardin County Schools is 1:1 with chromebooks. **School Led:** Schools must lay down the special education schedule first before creating a master schedule to maximize staff (i.e. do not allocate the same teacher for co-teaching & resource during the same block, minimize the number of co teaching teams). |
| **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:** **District Led:** The district expects schools to utilize Direct/Explicit Instruction (DEI) with lessons designed to follow the Gradual Release of Responsibility Model. The district has provided and will continue to provide training on explicit instruction, modeling, reinforcement, and multi-sensory teaching strategies. Station teaching has been emphasized with all schools. Training on appropriate accommodations is provided by the district. **School Led:**  Monitor that accommodations are provided for every instructional task. Ensure all students are provided access to grade level standards. |
| **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? **District Led:** Implemented a district-wide Trauma Informed Care initiative. Surveys such as KARE, PBIS, KSA, Impact are given to students and/or staff annually. The Student Services Department uses a Student Services Data Collection tool (reviewed with principals several times a year). The Superintendent has several Advisory Groups and meets with parents of special education students and minority students, parents and community members (KARE Committee). **School Led:** Community involvement to represent various sub-populations (i.e. mentoring groups, assemblies, guest speakers, etc.).**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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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.  |[x]
| Train Staff to Implement a Strong Literacy Education Program | Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc. |[ ]
| Train Staff to Implement Strong Literacy Practices with an emphasis on diverse learning populations | Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/. |[ ]
| Train Staff on a SEL Program to implement in classrooms | Page, B. & D’Agostino, A. (2005). Connect with Kids: 2004–2005 Study Results for Kansas and Missouri. Available from: Compass Consulting Group, LLC. 5726 Fayetteville Road, Suite 203, Durham, NC 27713 |[ ]
| Teaching Secondary Students to write effectively | Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov. |[ ]
| MTSS  | McCart, A., & Miller, D. (2019). Leading equity-based MTSS for all students. Corwin  |  |
| Co Teaching Model  | Bauwens, Jeanne, Jack J. Hourcade, and Marilyn Friend. Cooperative teaching: A model for general and special educationintegration. Remedial and Special education 10.2 (1989): 17-22. |  |
| Deeper Learning | New Tech Network: Driving Systems Change and Equity Through Project-Based Learning by Julie Adams and DeAnna Duncan (2019). |  |