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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53 % of students in the achievement gap of disabilities scored below proficiency on Kentucky Summative Assessment (KSA) in math compared to 26% of non-gap learners.

35 % of students in the achievement gap of economically disadvantaged scored below proficiency on Kentucky Summative Assessment (KSA) in math compared to 26% of non-gap learners.

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 2: Design and Deliver Instruction
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	66.1	1.8
State Assessment Results in science, social studies and writing	64.2	2.9
English Learner Progress		
Quality of School Climate and Safety	77.1	3.2
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 **By 2025, students scoring proficient and distinguished in Reading will increase from 51% to 71% and in Math from 43% to 60%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, students scoring proficient and distinguished in Reading will increase from 52% to 62%	KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. * Pacing Guides * Lesson Plans on Team Drive * Alignment to Resources (iReady Orton Gillingham, Lexia, etc.)	Increase in students performing at or above grade level as measured by iReady, Phonics, Morphology Continuums and Fluency Assessments	Measured three times per year (Fall, Winter and Spring) with iReady data, District Phonics Continuum for grades K-2, Morphology continuum for 3-5th grades- District Fluency Assessments for grades 1-5	Professional Development Title I PPA
	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: * Learning Targets/Success Criteria * Higher Order Questioning * Compare and Contrast * Vocabulary Strategies * Orton Gillingham	Pacing Guides Lesson Plans PLC Minutes	Pacing Guides Lesson Plans PLC Minutes	Professional Development Title I PPA
	KCWP 4: Review, analyze, apply data results	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	PLC meeting agendas and notes Data analysis	Pacing Guides Lesson Plans PLC Minutes	PPA
Objective 2	KCWP 1: Design and Deploy Standards		Increase in students	Measured three times per year (Fall,	Professional

Goal 1 By 2025, students scoring proficient and distinguished in Reading will increase from 51% to 71% and in Math from 43% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2024, students scoring proficient and distinguished in Math will increase from 43% to 53%		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. * Pacing Guides * Lesson Plans on Team Drive * Alignment to Resources (Curriculum Associates, iReady, Reflex, SLICE, GRREC etc.)	performing at or above grade level as measured by iReady	Winter and Spring) with iReady data Weekly and quarterly Reflex	Development Title I PPA
	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: * Learning Targets/Success Criteria * Higher Order Questioning * Compare and Contrast * Vocabulary Strategies * Use of manipulatives- follow CSA-GRREC SLICE protocol	Pacing Guides Lesson Plans PLC Minutes	Pacing Guides Lesson Plans PLC Minutes	Professional Development Title I PPA
	KCWP 4: Review, analyze, apply data results	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	PLC meeting agendas and notes Data analysis	Pacing Guides Lesson Plans PLC Minutes	PPA

Goal 1 **By 2025, students scoring proficient and distinguished in Reading will increase from 51% to 71% and in Math from 43% to 60%.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**

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

Goal 2 **By 2025, students scoring proficient and distinguished in Science will increase from 26% to 46%, in Social Studies from 47% to 67%, and in writing from 45% to 65%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, students scoring proficient and distinguished in Science will increase from 26% to 36%.	KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. * Pacing Guides * Lesson Plans on Team Drive * Alignment to Resources (Discovery Ed & Mystery Science)	Increase in students performing at or above grade level as measured by classroom assessments, ERQs through course task	Quarterly meetings	Title 1 PPA
		Determine if assessments (Through Course Tasks) reflect the learning targets students have had the opportunity to learn. * TCT Student Work Analysis	Increase in students performing at or above grade level as measured by classroom assessments, alignment of learning targets and success criteria	Ongoing after each classroom assessment	Title 1 PPA
Objective 2 By 2024, students scoring proficient and distinguished in Social Studies will increase from 47% to 57%.	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. * KDE Standards Resources * District Curriculum Maps	Increase in students performing at or above grade level as measured by classroom assessments, ERQs	Ongoing Quarterly	Title 1 PPA
	KCWP 4: Review, analyze, apply data results	Determine if assessments reflect the learning targets students have had the opportunity to learn. *Student Work Analysis	Increase in students performing at or above grade level as	Ongoing after classroom assessment	

Goal 2 **By 2025, students scoring proficient and distinguished in Science will increase from 26% to 46%, in Social Studies from 47% to 67%, and in writing from 45% to 65%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			measured by classroom assessments PLC meeting agendas and notes		
Objective 3 By 2024, students scoring proficient and distinguished in On-Demand Writing will increase from 45% to 55%	KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. * School writing plan * Alignment to resources (iReady)	Increase in students performing at or above grade level as measured by classroom assessments, ERQs on demand, student writing folders	Ongoing after classroom writing prompts End of year reflection and analysis of folders	PPA Title 1
	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following * Paragraph structure *4-Square Writing * On-Demand Writing Checklists * Peer Editing	Lesson plans, pacing guides ERQs on demand, student writing folder	Ongoing after classroom writing prompts End of year reflection and analysis of folders	PPA Title 1

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, students with disabilities will increase to 54.	KCWP 4 Review, Analyze, Apply Data Results	Develop a progress monitoring system to monitor standards mastery for each student. * Exit Slips Aligned to Learning Targets and Monitored Daily *Reteach opportunities provided daily during WIN time	Exit slips Lesson plans PLC meeting minutes and agendas Decile charts	Weekly PLC meetings Frequent classroom walkthroughs Quaterly MTSS/read to succeed meetings	PPA
	KCWP 5: Design, Align and Deliver Support	*Practice accommodations (within regular instruction, assessments, etc) *Train students on their accommodations so they know how to ask for their needs *Novice reduction focus work -name and claim *Immediately move to the co teach walk through form instead of school specific form (to give SPED specific feedback) *Co planning specifically on SDI *Evaluate co teach vs resource (time, staff, etc.) *Pull in and use SPED consultant more instructionally	Novice reduction forms PLC meeting minutes and agenda Walkthrough data	After iReady diagnostics Classroom walkthroughs Lesson plans	PPA ESS IDEA
Objective 2	KCWP 4 Review, Analyze, Apply Data Results	Develop a progress monitoring system to monitor standards mastery for each student.	Exit slips Lesson plans	Weekly PLC meetings Frequent classroom walkthroughs Quaterly MTSS/read to succeed meetings	PPA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2024, economically disadvantage students will increase to 54.		* Exit Slips Aligned to Learning Targets and Monitored Daily *Reteach opportunities provided daily during WIN time	PLC meeting minutes and agendas Decile charts Projected proficiency reports/goal setting		
	KCWP 5: Design, Align and Deliver Support	*Practice accommodations (within regular instruction, assessments, etc) Vocabulary focus for all students so they know what a task is asking of them *Novice reduction focus work -name and claim *Utilize school/district Specific feedback form (SLICE, OG, monthly focus)	Novice reduction forms PLC meeting minutes and agenda Walkthrough data Projected proficiency reports/goal settin	After iReady diagnostics Classroom walkthroughs Lesson plans	ESS Title 1

4: English Learner Progress

Goal 4 **By 2026, the English Learner Progress Indicator will increase from 59.3/High to 69.3/Very High.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, the English Learner Progress Indicator will increase from 59.3 High to 65/Very High.	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)	State Assessment Results ACCESS Test Results MODEL Assessment I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: State Assessment Score Release, School Report Card, ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS District Instructional Funds

5: Quality of School Climate and Safety

Goal 5
By 2025, the Quality of School Climate and Safety indicator score will increase from 80.3 to 82

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, the climate index score will increase to 82	KCWP 6: Establish learning culture and environment	Review the data that examines the practices that influence school climate: •Academic data (e.g., School Report Card Accountability Components) •Staff perception data around student conduct from the Teaching, Empowering, Leading, and Learning (TELL) Survey •Discipline data (e.g., Office Discipline Referrals , behavior events and discipline resolutions reported in the School Report Card, bullying events documented at the school) •Attendance data (staff and students) •Any other pertinent data that may be collected by the school	School safety and climate survey data Parent survey data Teacher survey data	Quarterly	Parent engagement funds from title 1
Objective 2 By 2024, the safety index score will increase to 76.	KCWP 6: Establish learning culture and environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom * Positive Behavior and Intervention Support Systems * Social Emotional Learning (Sanford Harmony) * Close Achievement Gap * Discipline Policy *House system/teams Ensure that students have work ethic skills that demonstrate leadership in school and in the community. * Work Ethic Standards (Hardin County Schools	School safety and climate survey data Parent survey data Teacher survey data	Quarterly with staff Monthly- with committee Weekly with admin team	PPA PTO

Goal 5
By 2025, the Quality of School Climate and Safety indicator score will increase from 80.3 to 82

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Great 8) *Work Ethic Certification			
		Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity. Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and local law enforcement, if applicable per policy). Collectively establish vision and mission statements that reflect core values of the school and support Academic achievement for all students.	PBIS lessons PBIS committee meeting minutes Check in check out data	Quarterly with staff Monthly- with committee Weekly with admin team	PPA PTO

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.	☒
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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.

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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