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:
  o State Assessment Results in reading and mathematics
  o State Assessment Results in science, social studies and writing
  o Achievement Gap
  o English Learner Progress
  o Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  o State Assessment Results in reading and mathematics
  o State Assessment Results in science, social studies and writing
  o Achievement Gap
  o English Learner Progress
  o Quality of School Climate and Safety
  o Postsecondary Readiness
  o 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.

- 39% of students scored novice in the area of writing, and a total of 48% scored apprentice or novice in writing.
- 35% of all students are still scoring novice in math.
- Students in the Two or More Races Achievement Group scored lower in the combined reading/math index and combined social studies/science/writing index than in previous years and showed a decline 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.

KCWP 1 – Design and Deploy Standards: PLC agendas and minutes, Adminstrative team agendas and minutes, Analysis of IReady results, Decile chart, Data Tracker, Phonics and Phonemic Awareness Continuums

KCWP 4 – Review, Analyze and Apply Data: Data analysis tools and results, Decile Chart, Data tracker, Goal Setting processes, PLC agendas and minutes, Team planning agendas and minutes, Enrichment schedule, identified students, MTSS identified students

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	50.3	4.0
State Assessment Results in science, social studies and writing	43.7	4.3
English Learner Progress		
Quality of School Climate and Safety	70.0	0.1
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.): By 2027, students scoring proficient/distinguished in Reading will increase from 37% - 57% and Mathematics will increase from 25% - 45%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, students scoring proficient/distinguished in Reading will increase from 37% - 47%	KCWP 2 – Design and Deliver Instruction	• Complete walkthroughs to collect data on best practices in reading instruction. • Utilize enrichment block and MTSS process to provide students with individualized instruction. • Use of IReady diagnostic data to identify students who are not making growth at each diagnostic • Review of formative and summative assessment data to drive instruction	• Walkthrough data will show effective implementation of the standards • PLC agendas and minutes • Student growth results from IReady diagnostic for identified students	• Classroom walkthrough and evaluation feedback from Administrative team • PLC meeting minutes and agendas by teams and administration • Walkthroughs data from specific literacy visits • IReady Diagnostic results and interim assessment results	Title 1 ESS PPA
Objective 2 By May 2025, students scoring proficient/distinguished in Mathematics will increase from25% - 35%	KCWP 2 – Design and Deliver Instruction	• Complete walkthroughs to collect data on best practices in mathematics instruction. • Utilize enrichment block and MTSS process to provide students with individualized instruction. • Use of IReady diagnostic data to identify students who are not making growth at each diagnostic • Review of formative and summative assessment data to drive instruction	• Walkthrough data will show effective implementation of the standards • PLC agenda and minutes • Student growth results from IReady diagnostic	• Classroom walkthrough and evaluation feedback from Administrative team • PLC meeting minutes and agendas by teams and administration • Walkthroughs from IReady math visits • IReady Diagnostic results and interim assessment results	Title 1 ESS PPA

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

Goal 2 (State your science, social studies, and writing goal.): By 2027, students scoring proficient/distinguished in the area of Science will increase from 18% - 38% in Social Studies from 21% - 41% and in Writing from 14% - 34%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, students scoring proficient/distinguished in Science will increase from 18% - 28%	KCWP 2- Design & Deliver Instruction	• Formative and summative assessment data will be utilized to drive instruction • Complete walkthroughs to determine instructional needs in Science	• Walkthrough data will show effective implementation of the standards • Agendas and minutes from PLCs • State test results	• Classroom walkthrough feedback • PLC meeting minutes and agenda • Formative/Summative assessment results	Title 1 PPA
Objective 2 By May 2025, students scoring proficient/distinguished in Social Studies will increase from 21% - 31%	KCWP 2- Design & Deliver Instruction	• Ensure curriculum is aligned to standards and deployed appropriately • Complete walkthroughs to determine instructional needs in Social Studies • Formative and summative assessment data will be utilized to drive instruction	• Walkthrough data will show effective implementation of the standards • Agendas and minutes from PLCs • State test results	•Classroom walkthrough feedback •PLC meeting minutes and agenda •Formative/Summative assessment results	Title 1 PPA
Objective 3 By May 2025, students scoring proficient/distinguished in Writing will increase from 14% - 24%	KCWP 2 – Design & Deliver Instruction	• Ensure curriculum is aligned to standards and deployed appropriately • Complete walkthroughs to determine instructional needs in Writing • Formative and summative assessment data will be used to drive instruction.	• Walkthrough data will show effective implementation of the standards • Agendas and minutes from PLCs • State test results	• Classroom walkthrough feedback • Plc meeting mintues and agenda • Formative/Summative Assessment results	Title 1 PPA

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 May 2025, African American students scoring proficient/distinguished in Reading will increase from 25 – 40% and in Math from 12% - 30%	KCWP 2 – Design & Deliver Instruction	• Utilize formative and summative assessment results to determine student needs • Utilize IReady data to determine specific student needs and specific student gaps	• Student growth from IReady diagnostic • Walkthrough data • State test results	• Walkthrough data • PLC meeting minutes and agendas • Agenda & Minutes from monthly meetings • Progress monitoring data	
Objective 2 By May 2025, Two or more race students scoring proficient/distinguished in Reading will increase from 34 – 50% and in Math from 28 – 45%	KCWP 2 – Design & Deliver Instruction	•Utilize formative and summative assessment results to determine student needs •Utilize IReady data to determine specific student needs and specific student gaps	• Student growth from IReady diagnostic • •Walkthrough data • •State test results	•Walkthrough data •PLC meeting minutes and agendas •Agenda & Minutes from monthly meetings •Progress monitoring data	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026 the English Learner Progress status/Level will increase from 59.3/High to 69.3/Very High.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, the English Learner Progress status/level will increase from 60.5/High to 65/Very High.	KCWP2 – Design and Deliver Instruction	• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students • Carousel of Ideas	• State Assessment Results • ACCESS Test Results • MODEL Assessment • IReady Results • PLC Agendas • Professional Learning Opportunities • Walkthrough Data/Monitoring Forms	• Fall 2024 State Assessment Score Release • School Report Card • ATSI/CSI Identification • Quarterly district assessment	Title 1 Title II Title III ESS District Instructional Funds
Objective 2					

5: Quality of School Climate and Safety

-75al 5 (State your climate and safety goal.): By 2027, the Quality of School Climate and Safety Indicator score will increase from 70.0-75.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, the Climate index score will increase from72.3 – 74.0	KCWP 6: Establish Learning Culture and Environment	• Implementation of PBIS expectations with monthly emphasis • Using SEL program for daily morning meetings and weekly SEL focused lessons • Behavior rating scales analysis • Individualized behavior plans for students identified through rating scale analysis - MTSS	• Use of tableau data • Monthly referral data • Comparative data from behavior rating scales • State test results • Behavior data PLCs	• Tableau • MTSS graphs/data • Counseling referrals • PLC minutes and agendas	Title 1 PPA
Objective 2 By 2024, the Safety index score will increase from 67.7 -70.0	KCWP 6: Establish Learning Culture and Environment	• Implementation of PBIS expectations with monthly emphasis • Using SEL program for daily morning meetings and weekly SEL focused lessons • Behavior rating scales analysis • Individualized behavior plans for students identified through rating scale analysis - MTSS	• Use of tableau data • Monthly referral data • Comparative data from behavior rating scales • State test results • Behavior data PLCs	• Tableau • MTSS graphs/data • Counseling referrals • PLC minutes and agendas	Title 1 PPA

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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