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.

> **The following priorities have been identified by strategic planning for KMS:**
> 1) **Increasing proficiency and reducing novice in the areas of reading and math.**
> 2) **Focus on the District approved writing plan for the 24-25 school year to increase overall writing achievement.**
> 3) **Increasing attendance to 95% at KMS.**

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**
>
> **KCWP 2: Design and Deliver Instruction**

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	**63 (High)**	**Increased**
State Assessment Results in science, social studies and writing	**63.9 (High)**	**Increased**
English Learner Progress	NA	
Quality of School Climate and Safety	**63.9 (Medium)**	**Increased**
Postsecondary Readiness (high schools and districts only)	NA	
Graduation Rate (high schools and districts only)	NA	

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.): KMS will increase our status score from 63 to 70 by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, 50% of all students will be at least proficient in math. Objective 2 By May 2025, 50% of all students will be at least proficient in reading.	KCWP 1 Design and Deploy Standards	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Dates on calendar and alignment PLCs scheduled.	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal.	Section 6, Title 1,
		Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Walkthrough data, PLC agendas and minutes	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal.	Section 6, Title 1
	KCWP2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	Walkthrough data, PLC agendas and minutes	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal.	Section 6, Title 1
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Walkthrough data, PLC agendas and minutes Teacher PGPs	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal.	Section 6, Title 1
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap	Walkthrough data, PLC agendas and minutes	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal.	Section 6, Title 1
			PLCs, Intervention data, iready data, progress monitoring		

Goal 1 (State your reading and math goal.): KMS will increase our status score from 63 to 70 by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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

Goal 2 (State your science, social studies, and writing goal.): KMS will increase our status score from 63.9 to 70 by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, KMS will decrease novice by 5% in science, social studies, and writing.	KCWP 2: Design and deliver instruction.	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. Formative and summative assessments are used to drive instruction based on student needs of content mastery.	Assessment data reviewed with leadership team to determine which high yield strategies to employ for continual growth towards mastery. Continued use of PLC time and PD getting familiar with open Sci Ed.	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal. Weekly PLC.	Title 1, Section 6.
Objective 2: By May 2025, KMS will increase proficiency by 5% in science, social studies, and writing.	KCWP 1: Design and Deploy Standards	Year 2 of transitioning to OpenSciEd science curriculum for all science teachers. We are bringing 6th grade more online with OpenSciEd this upcoming year. Utilize and monitor the effectiveness of the District Writing Plan (new for 24/25 sy) More refinement of our PLC processes. A focus on formative assessments.	Continued use of i-ready diagnostic data and RTI groupings.		

Goal 2 (State your science, social studies, and writing goal.): KMS will increase our status score from 63.9 to 70 by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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 To reduce special education students' novice scores to under 50% in reading and math by May 2025.	KCWP 1: Design and Deploy standards	Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Walkthrough data, Planning Protocols, PLC agendas and minutes	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal. Weekly PLC.	Title 1, Section 6
		Ensure students have access to grade level instruction and materials.			
	KCWP 2: Design and deliver instruction	More refined co-teaching at KMS.			
		Being intentional with PLC's.			
Objective 2 To increase proficiency in economically challenged students to 50% in reading and math by May 2025.	KCWP 2: Design and deliver instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Walkthrough data, Planning Protocols, PLC agendas and minutes	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal. Weekly PLC.	Title 1, Section 6
		Ongoing focus on Kagan Cooperative engagement activities			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 To increase proficiency for our Hispanic student group to 50% in combined writing.	KCWP 2: Design and deliver instruction		Walkthrough data, Planning Protocols, PLC agendas and minutes	KSA Scores, i-ready diagnostics, PLC Data (formative/summative item analysis),Council will receive updates throughout the year from principal. Weekly PLC.	Title 1, Section 6
		Following the District Writing policy and discussing student achievement in PLC's.	Walkthrough data, Planning Protocols, PLC agendas and minutes		

4: English Learner Progress

Goal 4 (State your English Learner goal.): NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): KMS will increase our status score from 63.9 to 70 by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the sense of belonging by adding more mentoring opportunities in our school. Objective 2 To increase the opportunities KMS students will have to offer feedback on the current status of the school through culture/climate surveys.	KCWP2: Design and Deliver Instruction	Mentoring period in our master schedule.	Weekly mentoring sessions that includes Goal Setting	Culture survey, SBDM progress annual update, Leadership team update	Title 1, Section 6
		Goal setting and feedback	Climate survey		
	KCWP 4: Review, Analyze and Apply Data	Mentoring and the continued focus of creating connections and relationship building.	KSA Scores		
		Utilizing the culture/climate survey more frequently throughout the year and responding to the results.	Fewer behavior incidents	Survey questions.	Title 1, Section 6
		MTSS Student needs meetings between teachers.	Improved survey results in problematic areas.		
Objective 3 A continued focus on our small group counseling sessions and to expand and respond to student needs in the future.	KCWP 4: Review, Analyze and Apply Data	Weekly and bi-monthly small counseling groups.	Students will fill out a google form each session.	Culture survey, SBDM progress annual update, Leadership team update.	Title 1, Section 6
	KCWP2: Design and Deliver Instruction	Check-in/Check-out will be utilized to respond to needs throughout the year			
		Hospice Grief group, coping cat (anxiety), behavior, anger, and other small groups.			

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

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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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