

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students.

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).

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 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 this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level goals. Long-term targets should be informed by the Needs Assessment for Schools.
- **Yearly Target:** Short-term target 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.
- **Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement, and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. Identify which areas will be priorities that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below.

Indicator	Priority Indicator?
State Assessment Results in reading and mathematics	Required
State Assessment Results in science, social studies and writing	Choose an item.
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

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. Additional rows may be added for multiple targets, strategies and activities.

Improvement Priority: Strengthen and monitor the consistent delivery of rigorous, learner-centered instruction aligned with the KAS by ensuring all teachers implement high-yield strategies that require grade-level thinking, produce high-quality student work, and include routine instructional adjustments based on learner evidence.

Yearly Target(s):

Objective 1 ECE Reading:

By May 2027, 35% of ECE students will score Proficient/Distinguished in Reading as measured by KSA.

Objective 2 ECE Math:

By May 2027, 17% of ECE students will score Proficient/Distinguished in Math as measured by KSA.

Objective 3 ELL Reading:

By May 2027, 10% of ELL students will score Proficient/Distinguished in Reading as measured by KSA.

Objective 4 ELL Math:

By May 2027, 6% of ELL students will score Proficient/Distinguished in Math as measured by KSA.

Strategy:

Objective 1: **KCWP 2-** Fairdale will ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction will be universal, high-quality, equitable, responsive, and provided to all students.

Objective 2: **KCWP 2-** Fairdale will ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction will be universal, high-quality, equitable, responsive, and provided to all students.

Objective 3: **KCWP 2-** Fairdale will ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction will be universal, high-quality, equitable, responsive, and provided to all students.

Objective 4: **KCWP 2-** Fairdale will ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction will be universal, high-quality, equitable, responsive, and provided to all students.

Activities:

Objective 1:

- Professional Learning to support EL Core Practices 10, 11, 12, 19, and 20 in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Professional Learning to support SIOP implementation across the curriculum in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Scheduled calibration of instructional monitoring criteria
- Systems of collaboration (co-teaching, common PLC planning time, including ECE and ELL teachers) to support individualized learning needs of identified students
- Establish a protocol based monitoring system specific to identified students to track progress towards proficiency
- Establish an instructional coaching system to support implementation of professional learning objectives and improve Tier 1 instruction
- Analyze student data and review and revise master schedule aligned to student literacy and math progress
- Instructional Action Planning and data analysis days to support HQIR implementation

Progress Monitoring:

- Fairdale Leadership will monitor the impact of professional learning through classroom observation data every 6 weeks
- Fairdale Leadership will monitor the use of SIOP strategies across the curriculum through classroom observation data every 6 weeks
- Fairdale Leadership will create a Professional Learning Calendar that is published in August for instructional staff. The PD calendar will be revisited every 6 weeks for needed revisions in response to classroom observation data.
- Teachers will complete co-teaching contracts at the beginning of each trimester that support shared instructional responsibilities for co-teaching classrooms to utilize the expertise of ESL and ECE teachers in the instructional support of these students in the co-teaching classroom.
- Fairdale Leadership will facilitate and monitor weekly PLC meetings and meeting minutes for evidence of planning for differentiated instruction to meet the needs of targeted students.
- Fairdale Leadership will facilitate and monitor Instructional Action Planning documentation (Intellectual Preparation and Unit Internalization of HQIRs- *MyPerspectives*, *IM360*, *ESL Issues*) sessions that occur each 12 weeks.
- Fairdale Leadership will facilitate, review, and monitor the completion of data analysis protocols as part of the weekly PLC process.
- Fairdale Instructional Coaching Team will document instructional coaching using an instructional coaching protocol and coaching calibration protocol every 12 weeks.

Funding:**SIF, Title I, General Fund**

- Subs for Instructional Action Planning Days \$30,000.00
- EL/Expeditionary Learning Consultancy and Professional Development Contract \$96,500.00
- CAL/SIOP Consultancy and Professional Development Contract \$40,000.00
- Digital Data Management System/Software and Training \$25,000.00
- Professional development institutes and out-of-county travel \$50,000.00
- Extended time for teachers to support interventions and enrichment activities \$30,000.00
- Professional Texts to support professional learning \$10,000.00

Objective 2:

- Professional Learning to support EL Core Practices 10, 11, 12, 19, and 20 in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Professional Learning to support SIOP implementation across the curriculum in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Scheduled calibration of instructional monitoring criteria
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Objective 3:

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- Professional Texts to support professional learning \$10,000.00

Objective 4:

- Professional Learning to support EL Core Practices 10, 11, 12, 19, and 20 in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Professional Learning to support SIOP implementation across the curriculum in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Scheduled calibration of instructional monitoring criteria
- Systems of collaboration (co-teaching, common PLC planning time, including ECE and ELL teachers) to support individualized learning needs of identified students
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Priority Indicators:

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 in addressing those priorities and outlining your goals, targets and activities intended to produce the desired changes. Complete the fields below for the required indicator, as well as each indicator that was chosen as a priority on page 2 of this template.

Required Indicator: State Assessment Results in Reading and Math

Three- to Five-Year Goal:

By May 2029, 37% of Fairdale students will score proficient/distinguished in Reading as measured by KSA.

By May 2029, 32% of Fairdale students will score proficient/distinguished in Math as measured by KSA.

Yearly Target(s):

By May 2027, 31% of Fairdale students will score proficient/distinguished in Reading as measured by KSA.

By May 2027, 26% of Fairdale students will score proficient/distinguished in Math as measured by KSA.

Strategy:

KCWP 4: Fairdale will communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Fairdale Leadership will ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.

Activities:

- Professional Learning for teachers to support EL Core Practices for Instruction 10, 11, 12, 19, and 20 in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Professional Learning for teachers to support EL Core Practices for Assessment 28, 29, and 30 in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Professional Learning for teachers to support SIOP implementation across the curriculum in multiple formats (embedded PD, whole group PD, attendance at institutes and workshops)
- Professional Learning for Fairdale Leadership to support EL Leadership Core Practices 33, 35, and 37 in multiple formats (embedded PD, small group PD, consultancy, and attendance at institutes and workshops)
- Fairdale Leadership will engage a range of stakeholders in a collaborative process to implement the EL Work Plan driven by data analysis and select a few high-leverage improvement efforts that will lead to the greatest amount of growth in student achievement.
- Fairdale Leadership will align time, resources, and personnel to achieve the priorities identified in the school work plan.
- Fairdale Leadership will monitor school improvement progress at strategic intervals throughout the year using a strategic improvement cycle based on long-term goals and annual priorities with a midyear progress review toward annual priorities, an end-of-year assessment of progress (including completion of the EL Education Implementation Review, and annual goal-setting and creation of a work plan for the next school year to meet long-term goals).
- Fairdale Leadership will ensure that all initiatives are aligned with the annual work plan goals and strategies and that yearly plans continue to align with long-term goals and benchmarks.
- Fairdale Leadership will learn about change management and reflect on how their own leadership actions and styles support staff through the change process.
- Fairdale Leadership will use an improvement science protocol to manage the improvement process proactively by anticipating challenges and regularly analyzing and resolving barriers to change.
- Fairdale Leadership will regularly assess the professional learning needs of the faculty and take action to address observed gaps.
- Fairdale Leadership will ensure that there are clear, data informed, action plans for change initiatives, with defined roles, responsibilities and timelines.
- Fairdale Leadership will establish a clear, consistent, no-blame strategy for using data to analyze student achievement across all dimensions of success.
- Fairdale Leadership will develop organizational structures that are consistent with strategies intended to address gaps and inequities.
- Fairdale Leadership will engage in ongoing data analysis, discussion, and reflection that informs all decisions with data selection that allows for analysis of patterns that provide evidence for claims about student achievement.

- Fairdale Leadership will provide teachers time and resources to collaboratively analyze data and make critical, evidence-based decisions for improving instruction.
- Scheduled calibration of instructional monitoring criteria with analysis to identify and address patterns of inequity and take responsibility for increasing the achievement of all students.
- Fairdale Leadership will establish an instructional coaching system to support implementation of professional learning objectives and improve Tier 1 instruction
- Fairdale Leadership will establish a collection process of high-quality evidence from multiple data sources for each of the dimensions of student achievement: Mastery of Skills and Knowledge, Character, and High Quality Work.
- Fairdale Leadership will organize data displays (Data Dashboard) that facilitate analysis by a variety of stakeholders efficiently, timely, relevantly, and effectively.
- Fairdale Leadership will develop protocols and norms, and facilitate evidence-based conversations with teachers, families, students, and other stakeholders to foster inquiry, problem-solving, and collective ownership of student success.
- Fairdale Leadership will invest in the capacity of every teacher to access, understand, and use data effectively by providing ongoing professional development focused on analyzing multiple types of data and properly interpreting the results.
- Fairdale leaders and teachers will share accountability for results in a culture that focuses collaboratively on solutions.
- Fairdale Leadership will provide dedicated time, guidance, and professional learning, for teachers to create instructional plans, assessment plans, and daily lessons.
- Fairdale Leadership will review instructional plans, provide feedback as appropriate, and create opportunities for colleagues to review and critique each other's plans for challenge, engagement, and impact.
- Fairdale Leadership will support teachers to challenge, engage, and empower students through deeper instruction focused on the 3 Dimensions of Student Achievement (Mastery of Skills and Knowledge, Character, High Quality Student Work).
- Fairdale Leadership will engage the faculty in coming to agreement about schoolwide consistencies in instructional practice and culture and hold staff accountable for following through on these commitments to support creativity, innovation, and individual teaching styles.
- Fairdale Leadership will facilitate and monitor Instructional Action Planning documentation (Intellectual Preparation and Unit Internalization of HQIRs- *MyPerspectives*, *IM360*, *ESL Issues*) sessions that occur each 12 weeks.
- Fairdale Leadership will meet individually with teachers to discuss evidence collected during formal and informal observations to provide a combination of support and accountability that fosters professional growth and meets the needs of students.
- Fairdale Leadership will determine schedules that allow all teachers, whether one-to-one or in small groups, to engage in non-evaluative coaching cycles with instructional coaches.
- Instructional Coaches structure meetings using a research-based protocol with teachers to foster inquiry, dialogue, and incremental revisions of a teacher's practice based on evidence.

Progress Monitoring:

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- Fairdale Leadership will facilitate, review, and monitor the completion of data analysis protocols as part of the weekly PLC process.
- Fairdale Instructional Coaching Team will document instructional coaching using an instructional coaching protocol and coaching calibration protocol every 12 weeks.
- Weekly Fairdale Leadership Team meeting minutes monitored by school principal
- Monthly Fairdale Turnaround Team meeting minutes monitored by school principal
- Weekly updates to Fairdale Data “Dashboard” for consistent monitoring of student progress by all instructional staff
- Annual district and school-based surveys related to school culture and climate for instructional success
- Annual Implementation Review of EL Work Plan conducted by EL Education
- Monthly scheduled family engagement events and communications to support student progress towards college and career readiness hosted by Fairdale Leadership Team and YSC.

Funding:**SIF, Title I, and General Fund**

- Subs for Instructional Action Planning Days \$30,000.00
- EL/Expeditionary Learning Consultancy and Professional Development Contract \$96,500.00
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Priority Indicator #1: PSR

Three- to Five-Year Goal:

By May 2029, 77% of Fairdale students will be college and/or career ready as measured by state college and/or career readiness measures.

Yearly Target(s):

By May 2027, 71% of Fairdale students will be college and/or career ready as measured by state college and/or career readiness measures.

Strategy:

KCWP 2: Fairdale will ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction will be universal, high-quality, equitable, responsive, and provided to all students.

Activities:

- Fairdale staff will promote college and career success by providing students the opportunities to develop the Habits of Character that they will need to navigate the academic and social demands of college and career through a focus on Habits of Character in CREW (academic and character advisory period) and learning targets for Habits of Character across all classrooms.
- Teachers in every classroom teach the research skills and analytical thinking that will prepare students for the evidence-based approach of college courses and industry certifications.
- Fairdale Leadership will facilitate and monitor Instructional Action Planning documentation (Intellectual Preparation and Unit Internalization of HQIRs- *MyPerspectives*, *IM360*, *ESL Issues*) sessions that occur each 12 weeks.
- Teachers in every classroom teach literacy and numeracy tied to schoolwide literacy standards and numeracy standards to prepare students for the complexity of texts and mathematics the college and workplace demands in the form of reading, writing, speaking and listening.
- Fairdale leaders, teachers, and CREW leaders offer opportunities for all students to learn about a variety of careers and the skills and habits individuals need to thrive in the workplace through guaranteed student experiences and service learning opportunities.
- Fairdale Leadership, teachers, and CREW leaders will create a college and career-bound culture in which all students are on a path to college and/or careers through school displays, guaranteed student experiences that include college visits, job shadow opportunities, internships, and work-based learning, workshops for completing college admissions and financial aid requirements, and celebrating college and career decisions schoolwide and in CREW.
- Fairdale Leadership will leverage the school master schedule to provide intensive classes to provide intervention and remediation for those students in need of extra support to meet learning targets and learning goals for college and career benchmarks.
- Fairdale Leadership will leverage the school master schedule to provide opportunities for students to explore and participate in CTE pathways.
- Fairdale Leadership will plan family engagement events to support parents and students for college and career readiness and admissions expectations.

Progress Monitoring:

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- Fairdale Instructional Coaching Team will document instructional coaching using an instructional coaching protocol and coaching calibration protocol every 12 weeks.
- Weekly Fairdale Leadership Team meeting minutes monitored by school principal
- Monthly Fairdale Turnaround Team meeting minutes monitored by school principal
- Weekly updates to Fairdale Data “Dashboard” for consistent monitoring of student progress toward achieving PSR by all instructional staff
- Annual district and school-based surveys related to school culture and climate for instructional success
- Annual Implementation Review of EL Work Plan conducted by EL Education
- Monthly scheduled family engagement events and communications to support student progress towards college and career readiness hosted by Fairdale Leadership Team and YSC.
- Weekly CREW planning calendar monitored by Fairdale Leadership Team

Funding:

SIF, Title I, CTE/Perkins, and General Fund

- Extended time for administrators, teachers, and BAIs to support interventions, enrichment activities, family engagement events, and community engagement events \$30,000.00
- Guaranteed Experiences- transportation and subs for student supervision \$50,000.00
- Family Engagement events (incentives, food, books, supplies) \$10,000.00