**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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| * **2022 3rd Grade reading Novice compared to 2023 3rd Grade Reading Novice 36.50%** * **3rd Grade Reading P//d 2022 45% decrease in 2023 to 32%** * **3rd Grade Math P/D 42% decreased to 20% in 2023** * **Over school math P/d 2022 40% decreased to 34.70% in 2023** |

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

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| **KCWP 1:  Design and Deploy Standards**  **KCWP 2:  Design and Deliver Instruction**  **KCWP 4:  Review, Analyze and Apply Data** |

**Indicator Scores**

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

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| --- | --- | --- |
| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | Orange Medium | Declined |
| State Assessment Results in science, social studies and writing | Green Medium | Increased Significantly |
| English Learner Progress | N/A | N/A |
| Quality of School Climate and Safety | Orange Medium | Declined |
| Postsecondary Readiness (high schools and districts only) | N/A | N/A |
| Graduation Rate (high schools and districts only) | N/A | N/A |

**1: State Assessment Results in Reading and Mathematics**

| Goal 1 (State your reading and math goal.):  Increase Reading proficiency from 39% to 51.5% by 2024.  Increase Math proficiency from 36% to 46.6% by 2024. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1**  Increase Reading Proficiency from 39% to 51.5% by May 2024. | Deconstruction of  Standards and Pacing Guides | With the support of school and district, we will continue to revise pacing while deconstructing standards while determining congruency alignment with Kentucky Academic Standards and Program of Studies. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A | |
|  |  |  |  | |
| Reading Intervention – Push in and Pull Out | Identifying students for pull out and push in depending on missed skills. | Progress Monitoring for Tier II and Tier III students. | Teacher Reports, Running Records, Formative Assessments, Dibels. Benchmarks | Title I | |
| UFLI  Small Skills Groups |  |  | Title I | |
| Design and Deliver Instruction (CKLA) | Implementation of CKLA program grades 1-5.  Lesson Planning  UFLI | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | Title I | |
| Family Literacy Nights | Family Literacy Nights include children's education, adult education, parent education, and interactive parent-child (dual or multigenerational) literacy and learning activities. | Progress Monitoring, Family Impact Survey, Title I survey, other Data. | Progress Monitoring, Family Impact Survey, Title I survey, other Data. | Title I  FRC  Parent Involvement | |
| **Objective 2**  Increase Math Proficiency from 36% to 46.6% by May 2023. | Deconstruction of  Standards and Pacing Guides | With the support of school and district, we will continue to revise pacing while deconstructing standards while determining congruency alignment with Kentucky Academic Standards and Program of Studies. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A | |
|  |  |  |  | |
| Design and Deliver Instruction Illustrative Math | Implementation of Illustrative Math 3rd – 5th.  Pilot 1st and 2nd.   Lesson Planning | Common Assessments, Formative Assessments, Benchmarks, Flashbacks | Common Assessments, Formative Assessments, Benchmarks, Flashbacks, Data Teams | N/A | |
| Math Intervention – Push in and Pull Out | Identifying students for pull out and push in depending on missed skills. | Progress Monitoring for Tier II and Tier III students. | Teacher Reports, CIM, Benchmarks | N/A | |
| Family Math Nights | Family Math Nights include children's education, adult education, parent education, and interactive parent-child (dual or multigenerational) literacy and learning activities. | Progress Monitoring, Title I survey, other Data. | Progress Monitoring, Title I survey, other Data. | Title I  FRC  Parent Involvement  Mth Grant | |

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

| Goal 2 (State your science, social studies, and writing goal.):Increase Proficiency in:  Science from 27% to 38.9%  Social Studies from 42% to 57.3%  Writing from 42% to 55.5%  By year 2024. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1**  Increase Science Proficiency from 27% to 38.9% by May 2024. | Deconstruction of  Standards and Pacing Guides | With the support of school and district, we will continue to revise pacing while deconstructing standards while determining congruency alignment with Kentucky Academic Standards and Program of Studies. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A | |
| KAS Support  Provide release time for teachers to participate in CKEC and other district PLC’s to collaborate with other grade level teachers for additional learning opportunities around the New Science Standards. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A | |
| **Objective 2**  Increase Social Studies Proficiency from 42% to 57.3% by May 2024. | Deconstruction of  Standards and Pacing Guides | With the support of school and district, we will continue to revise pacing while deconstructing standards while determining congruency alignment with Kentucky Academic Standards and Program of Studies. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A | |
| KAS Support  Provide release time for teachers to participate in CKEC and other district PLC’s to collaborate with other grade level teachers for additional learning opportunities around the New Social Studies Standards. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A | |
| **Objective 3**  Increase Writing Proficiency from 42% to 55.5% by May 2024. | Deconstruction of  Standards and Pacing Guides | With the support of school and district, we will continue to revise pacing while deconstructing standards while determining congruency alignment with Kentucky Academic Standards and Program of Studies. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A | |
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| Design and Deliver Instruction | Writing Plan – Lesson Planning |  |  |  | |
| Integrate writing into all subjects | Lesson Plans | Teacher Lesson Plans, PLC’s, School Wide Writing Scoring |  | |

**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**  Decrease Reading novice for students with disabilities /IEP Regular Assessment from 37% to 25% by the end of 2024. | Deconstruction of  Standards and Pacing Guides | With the support of school and district, we will continue to revise pacing while deconstructing standards while determining congruency alignment with Kentucky Academic Standards and Program of Studies. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A |  |
|  |  |  |  |  |
| Reading Intervention – Push in and Pull Out | Identifying students for pull out and push in depending on missed skills. | Progress Monitoring for Tier II and Tier III students. | Teacher Reports, Running Records, Formative Assessments, Dibels. Benchmarks | Title I |  |
|  |  |  |  |  |
| Design and Deliver Instruction (CKLA)  UFLI | Implementation of CKLA program grades 1-5.  Lesson Planning | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A |  |
| Decodable Text / Small Group Skill Based | Common Assessments and Benchmark Assessments | Check Points  Data Teams | Title I |  |
| Co-Teach Design | Scheduling and Station Teaching for Co-Teach Classrooms | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A |  |
| Family Literacy Nights | Family Literacy Nights include children's education, adult education, parent education, and interactive parent-child (dual or multigenerational) literacy and learning activities. | Progress Monitoring, Family Impact Survey, Title I survey, other Data. | Progress Monitoring, Family Impact Survey, Title I survey, other Data. | Title I  FRC  Parent Involvement | |
| **Objective 2**  Decrease Math novice for students with disabilities/IEP Regular assessment from 50% to 40% by May 2024 | Deconstruction of  Standards and Pacing Guides | With the support of school and district, we will continue to revise pacing while deconstructing standards while determining congruency alignment with Kentucky Academic Standards and Program of Studies. | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A |  |
|  |  |  |  |  |
| Design and Deliver Instruction Illustrative Math  Math Intervention – Push in and Pull Out | Implementation of Illustrative   Math 3rd – 5th.  Pilot 1st and 2nd.   Lesson Planning | Common Assessments, Formative Assessments, Benchmarks, Flashbacks | Common Assessments, Formative Assessments, Benchmarks, Flashbacks, Data Teams | N/A |  |
| Identifying students for pull out and push in depending on missed skills. | Progress Monitoring for Tier II and Tier III students. | Teacher Reports, CIM, Benchmarks | Title I |  |
| Co-Teach Design | Scheduling and Station Teaching for Co-Teach Classrooms | Common Assessments and Benchmark Assessments | Check Points  Common and Formative Assessments  Data Teams | N/A  Special Education |  |
| Family Math Nights | Family Math Nights include children's education, adult education, parent education, and interactive parent-child (dual or multigenerational) literacy and learning activities. | Progress Monitoring, Title I survey, other Data. | Progress Monitoring, Title I survey, other Data. | Title I  FRC  Parent Involvement  Mth Grant | |

**4: English Learner Progress**

| Goal 4 (State your English Learner goal.): N/A | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 |  |  |  |  |  | |
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**5: Quality of School Climate and Safety**

| Goal 5 (State your climate and safety goal.):  Increase the Safety Index score from a 73.1 to 80 and the Climate Index Score from 77.9 to 80 by May 2024. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1**  Increase the Safety Index score from a 73.1 to 80 and the Climate Index Score from 77.9 to 80 by May 2024. | PBIS implementation School Wide | PBIS training, PLC Support | Behavior Referrals, Behavior Incentive Rewards, Safety and Climate Benchmarks | Behavior Referrals, Behavior Incentive Rewards, Safety and Climate Benchmarks | N/A | |
| Character Education Program Pacing and Implementation | Lesson Planning, PLC’s | Behavior Referrals, Behavior Incentive Rewards, Safety and Climate Benchmarks | Behavior Referrals, Behavior Incentive Rewards, Safety and Climate Benchmarks | N/A | |

**6: Postsecondary Readiness (High School Only)**

| Goal 6 (State your postsecondary goal.): N/A | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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| Objective 2 |  |  |  |  |  | |
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**7: Graduation Rate (High School Only)**

| Goal 7 (State your graduation goal.): N/A | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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| Objective 2 |  |  |  |  |  | |
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**8: Other (Optional)**

| Goal 8 (State your separate goal.): N/A | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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| Objective 2 |  |  |  |  |  | |
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**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:

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| **Components of Turnaround Leadership Development and Support:** |
| **Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?  **Response:** |
| **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](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

| **Evidence-based Activity** | **Evidence Citation** | **Uploaded in CIP** |
| --- | --- | --- |
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | ☒ |
|  |  | ☐ |
|  |  | ☐ |
|  |  | ☐ |
|  |  | ☐ |

**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:

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| --- |
| **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](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

| **Evidence-based Activity** | **Evidence Citation** | **Uploaded in CIP** |
| --- | --- | --- |
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | ☒ |
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