

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

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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in reading and mathematics

Goal 1 : By May 2025, 75% of students will score at the proficient level on the Kentucky State Assessment in both reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2023, 70% of elementary students will score proficiently in reading on the KSA.</p> <p>Objective 2 By May 2023, 65% of elementary students will score proficiently in math on the KSA.</p>	KCWP1: Design and Deliver Instruction All teachers will design instruction and local assessment that is congruent with KAS and school level administrators will be able to support standards-aligned instruction within their buildings.	Teachers will attend 3 district facilitated professional learning academies that are focused on best practices and the KAS. Teachers will have opportunities to participate in personalized professional learning including book studies for Creating Strategic Readers (elementary) or Rebound (MS/HS).	Agendas Professional Learning Scans Book Study Purposes for Reading	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	Title I
		Academy 101 (new teacher academies) will be held three times per year.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	ESSER/ARP
	KCWP1: Design and Deliver Instruction All teachers will implement research-based best practices to deliver instruction.	All teachers will clearly post PACE/KAS aligned learning targets, utilize targets for instruction and assessment and communicate learning targets with students.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA
		All teachers will utilize the gradual release model (I do, We do, You do in math and Before, During, After strategies in reading) as the instructional delivery model in their classroom.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA
	KCWP 3: Design and Deliver Assessment Literacy All grades will utilize a variety of diagnostic, formative, and summative assessments.	All grades levels will administer the I-Ready diagnostic assessment three times per year and use the results to adjust Tier 1, 2, and 3 instruction.	I-Ready Data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	ESSER/ARP
		All grades will follow the District Assessment Map and Curriculum	PLC Agendas	This strategy will be included in the monthly 30 Day Plan as needed.	NA

Goal 1 : By May 2025, 75% of students will score at the proficient level on the Kentucky State Assessment in both reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		guide to administer unit assessments and share data results in school and district PLCs (as allowed) in order to improve and adjust teaching and learning.		January 2023-December 2023	
		Teachers will use the district instructional flipbook to identify appropriate formative assessment strategies and use them in the daily classroom instruction.	Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	ESSER/ARP
	KCWP 1: Design and Deploy Standards Teachers will receive specialized professional learning experiences relevant to the KAS for reading/writing and mathematics.	Kystandards.org and alignment of instruction/assessment to standards will be the focus of district academies in September, 2022.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA
		A number of teachers are enrolled in KDE’s Reading Academy (LETRS).	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	KDE Reading Grant
		District instructional coaches will provide individual mentoring sessions with teachers (especially new teachers).	Coaches schedules Agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA

2: State Assessment Results in science, social studies and writing

Goal 2: By May 2025, the percentage of students scoring proficiently in science, social studies, and writing will increase by $\geq 10\%$.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, 65% of elementary students will score proficiently in writing on the KSA.	Strategy – KCWP1: Design and Deliver Instruction All teachers will maintain a focus on the District’s high-yield instructional strategies (common language) through collaborative professional learning opportunities.	Teachers will attend 3 district facilitated professional learning academies that are focused on best practices and the KAS. They will also participate in a book study— Creating Strategic Readers.	Agendas Professional Learning Scans Book Study Purposes for Reading	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	Title I
Objective 2 By May 2023, 68% of elementary students will score proficiently in science and social studies on the KSA.		Teachers will participate in district level, content-specific, professional learning clubs to deepen their understanding of the KAS.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	ESSER/ARP
	KCWP1: Design and Deliver All teachers will implement research-based best practices to deliver instruction.	All teachers will clearly post PACE or an otherwise clearly stated learning target clearly aligned to KAS and communicate the target with students during instruction.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA
		All teachers will utilize the gradual release model (I do, We do, You do) as the instructional delivery model in their classroom and utilize district instructional needs for students identified in Tier 1, 2, 3..	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA
		KCWP 3: Design and Deliver Assessment Literacy All grades will utilize a variety of diagnostic, formative, and summative assessments.	All grades will follow the District Assessment Map and Curriculum Hub to administer unit assessments (and continue to revise assessments and curriculum that need revision to be aligned with KAS) and share data results in school and district PLCs (as	Data collection and reporting (principals)	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023

Goal 2: By May 2025, the percentage of students scoring proficiently in science, social studies, and writing will increase by $\geq 10\%$.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		allowed) in order to improve and adjust teaching and learning.			
		Teachers will receive professional learning in CCSSOs Revised Definition of Formative Assessment and use the district instructional flipbook to identify appropriate formative assessment strategies and use them in the daily classroom instruction.	Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	ESSER/ARP
	<p><i>KCWP 1: Design and Deploy Standards</i> <i>KCWP1: Design and Deliver Instruction</i></p> <p>Teachers will receive specialized professional learning experiences relevant to the KAS for social studies/science/writing.</p>	KEDC and KVEC will provide specialized professional learning for science and social studies teachers at opening conference and during professional learning days throughout the year to enhance their knowledge and application of the KAS.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	ESSER/ARP
		Writing Networks will be held monthly to guide teachers throughout the district writing process in order to ensure successful implementation and adherence to the KAS/Writing Rubric.	Agendas Professional Learning Scans Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	ESSER/ARP
		District instructional coaches will provide additional mentoring and support in writing classrooms at principal and/or teacher request.	Coaches' schedules	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA

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—Low Income Gap By May 2023, 68% of elementary school students will score at or above proficiency in reading. By May 2023, 65% of elementary students in the free/ reduced lunch gap will score at or above proficiency in math.	KCWP5: Design, Align, and Deliver Support Processes All teachers will be equipped to provide appropriate interventions and support services to students.	The district will support schools in implementing the District MTSS Process with fidelity.	PLC agendas with MTSS noted MTSS team meeting agendas Coaches’ schedules/agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA
	KCWP2: Design and Deliver Instruction All teachers will implement the explicit model of instruction for students.	Teachers at all grade levels will implement teacher led stations/small groups to help close achievement gaps.	Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA
		All teachers will participate in District Academies to ensure all strategies and standards are implemented with fidelity. (Collaborative vs. Individualistic, Teacher Credibility, Teacher Clarity)	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023	NA
Objective 2—Students with IEP’s Gap By May 2023, of 68% elementary students					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>receiving special education services will score at or above proficiency in reading.</p> <p>By May 2023, of 65% elementary students receiving special education services will score at or above proficiency in math.</p>	<p><i>KCWP1: Design and Deploy Standards</i> All teachers will participate in professional learning academies with an intense focus on kystandards.org and the KAS (including all professional learning modules provided at kystandards.org relevant to school needs assessments).</p> <p><i>KCWP5: Design, Align, and Deliver Support Processes</i> All teachers will be equipped to provide appropriate interventions and support services to students.</p>	<p>Special education teachers will participate in professional learning academies with an intense focus on kystandards.org and the KAS.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023</p>	<p>NA</p>
		<p>Collaborating and regular education teachers will be provided professional learning during opening conference sessions that will enable them to supply meaningful interventions to students.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023</p>	<p>NA</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 Goal 5: By May 2025, the school quality of school climate and safety score will reach 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2023, all district schools will have a quality of school climate and safety score of 90 or higher.</p>	<p>KCWP 6: Establishing Learning Culture and Environment The district will support schools as they create caring, nurturing, and safe learning environments in which opportunities for student success are being optimized.</p>	<p>The district will purchase and implement an SEL curriculum for elementary students.</p>	<p>Sample curriculum Student work</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023</p>	<p>ESSER/ARP</p>
		<p>PBIS will be implemented at all district schools.</p>	<p>IC data</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023</p>	<p>NA</p>
		<p>District parent events will be held quarterly.</p>	<p>Sign in sheets Social media Other evidence</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023</p>	<p>Title I</p>
		<p>Allocated Title I parent engagement funds will be utilized to support school parent engagement events and activities.</p>	<p>GMAP/MUNIS budget and expenditures Photos, etc.</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023</p>	<p>Title I</p>
		<p>Professional learning sessions will be offered at opening conference to help teachers enhance learning culture and environment.</p>	<p>Agenda/Program Attendance/Sign ins</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2023-December 2023</p>	<p>NA</p>

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:
<p>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:</p>
Identification of Critical Resources Inequities:
<p>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:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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:</p>
<p>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.</p>

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 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

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 eProve
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.	<input checked="" type="checkbox"/>
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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:

Evidence-based Practices

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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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