

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 (State your reading and math goal.): By 2026, 75% of students will score proficient/distinguished in reading and 65% of students will score proficient/distinguished in math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 As measured by KSA results from 2022-2023 school year, 70.5% of students will score proficient/distinguished in reading.	KCWP1: Design & Deploy Standards	Continued professional community development for teachers to implement Fountas & Pinnell Classroom for targeted supports with guided reading levels.	Students will show growth using the guided reading level benchmark assessments.	PLC agenda/minutes	ESSER, Title I, SBDM
		Continue to use Lexia reading program and provide incentives.	Student will advance through levels within the Lexia program.	Usage reports, review of student levels and completed lessons	SBDM
	KCWP2: Design & Deploy Instruction	Continue building wide response to intervention plans to support reading.	Flexible identification of students based on lowest percentile threshold.	Tier 2 and Tier 3 monthly meetings to review student data	N/A
		Host Title I Reading Night to share ways to support grade appropriate reading behaviors with families.	Total number of families that received information.	Record of sign-in sheets	Title I
Objective 2 As measured by KSA results from 2022-2023 school year, 51% of students will score proficient/distinguished in math.	KCWP1: Design & Deploy Standards	Continue building wide response to intervention plans to support math.	Flexible identification of students based on lowest percentile threshold.	Tier 2 and Tier 3 monthly meetings to review student data	N/A
		Host Title I Math Night to share ways to support grade appropriate math skills with families.	Total number of families that received information.	Record of sign-in sheets	Title I
	KCWP2: Design & Deploy Instruction	Continue to use Mathseeds for primary students to support individualized learning.	Student will advance through levels within the mathseeds program.	Usage reports, review of student completed lessons	SBDM
		Continued professional community development for teachers to implement math curriculum and	Students will show growth using unit assessments provided	PLC agenda/minutes	ESSER/Educational cooperative

Goal 1 (State your reading and math goal.): By 2026, 75% of students will score proficient/distinguished in reading and 65% of students will score proficient/distinguished in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		support instructional groupings of students.	through implementation of curriculum.		

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, proficient and distinguished scores for science, social studies, and combined writing will be as follows: 65% science, 75% social studies, 70% combined writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 As measured by KSA results from the 2022-2023 school year, 45% of students will score proficient/distinguished in science.	KCWP2: Design & Deliver Instruction	Continued professional community development for teachers to provide standards-based grade level science instruction.	Students will show growth using standards-based assessments for content unit.	Student performance results 4 th Grade Mastery Connect 4 th Grade Science MAP PLC agenda/minutes, grade level planning	N/A, educational cooperative
	KCWP3: Design & Deliver Assessment Literacy	Supplement instruction with standards-based programs that provide enrichment to tier 1 instruction in science.	Completion of expected time on programs used to supplement instruction.	Minutes reported by used resource 4 th Mastery Connect Science	SBDM
Objective 2 As measured by KSA results from the 2022-2023 school year, 70% of students will score proficient/distinguished in social studies.	KCWP2: Design & Deliver Instruction	Continued professional community development for teachers to provide standards-based grade level social studies instruction.	Students will show growth using standards-based assessments for content unit.	Student performance results 5 th Mastery Connect Scores PLC agenda/minutes, grade level planning	N/A, educational cooperative
	KCWP3: Design & Deliver Assessment Literacy	Supplement instruction with standards-based programs that provide enrichment to tier 1 instruction in social studies.	Completion of expected time on programs used to supplement instruction.	Minutes reported by used resource 5 th Mastery Connect Social Studies scores	N/A

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 As measured by KSA results from the 2022-2023 school year, 35% of students identified as economically disadvantaged will score proficient/distinguished in math.	KCWP4: Review, Analyze, and Apply Data	Provide targeted assistance in math outside of tier 1 instruction.	Review of MAP student performance, Mastery Connect, KSA scores	PLC and SAT meetings; identified free/reduced students	N/A
	KCWP5: Design, Align, and Deliver Support	Continued professional development opportunities to support general education in meeting the needs of all types of learners.	Completion of professional development	Tier 2 and Tier 3 instructional practices	N/A
		Reteach tier 1 instruction in small, flexible groups (use intervention materials in math curriculum)	Formative Assessments	Checks for understanding after re-teach	N/A
Objective 2 As measured by KSA results from the 2022-2023 school year, 35% of students with disabilities will score proficient/distinguished in reading.	KCWP4: Review, Analyze, and Apply Data	Continued professional development opportunities to support general education and special education teachers in meeting the needs of all types of learners.	Completion of professional development	Tier 2 and Tier 3 instructional practices	N/A
	KCWP5: Design, Align, and Deliver Support	Reteach tier 1 instruction in small, flexible groups; continued efforts to strengthen co-teaching practices	Formative Assessments	Checks for understanding after re-teach	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Continued professional community learning for supplementary aids and services that can support growth of student performance with disabilities; continued professional community learning for co-teaching practices	Monthly professional community meetings	Professional community	N/A
Objective 3 As measured by KSA results from the 2022-2023 school year, 30% of students with disabilities will score proficient/distinguished in math.	KCWP4: Review, Analyze, and Apply Data	Data review of summative assessments with specific populations of gap	Knowledge and awareness of caseload performance	Growth review from each benchmark completed	N/A
	KCWP5: Design, Align, and Deliver Support	Maintain common planning of special education teachers and regular education teachers to strengthen co-teaching practices	Grade level planning meeting schedule	Plans completed to support instruction	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, all English language learners will increase assessment performance by .5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, all English language learners will increase assessment performance by .4.	KCWP4: Review, Analyze, and Apply Data	Identify English language learners by homeroom.	Teachers will report students who receive English language learner supports.	Teachers will be provide targeted vocabulary instruction to students identified as English language learners.	N/A

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, the quality of school climate and safety will increase to 82%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, the quality of school safety will increase to 80%.	KCWP6: Establishing Learning Culture and Environment	Student-led leadership opportunities to promote a sense of belonging.	Students will report school as a place that feel comfortable.	KSA student voice responses	N/A
		Response of school personnel to student situations when follow up is needed to reflect on classroom incidents.	Students will report care and concern from peer and staff relationships.	KSA student voice responses	N/A

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					

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>