

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**

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.

South Christian will continue to strengthen areas that include SWD students and African American students. Our goal is to reduce the number of students scoring in the Novice range.

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

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

KCWP 1: Design and Deploy Standards

- Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn
- Increase collaboration in deconstructing standards and developing congruent learning targets

KCWP 2: Design and Deliver Instruction

- Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards (success criteria)
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery
- Ensure that all users of assessment data use information to benefit student learning

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	64.3	5.9
State Assessment Results in science, social studies and writing	70.1	6.0
English Learner Progress	NA	NA
Quality of School Climate and Safety	78.7	.4
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

Explanations/Directions

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Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. 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 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.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2026, 62% of students will score proficient or above in reading measured by KSA. By 2026, 58.3% of students will score proficient or above in Math measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Quality Instruction: Teachers will become proficient at using researched based strategies to improve student achievement. Increase Reading from 50% to 57.5% by 2024 on KSA</p> <p>Quality Instruction: Teachers will become proficient at using researched based strategies to improve student achievement. Increase Math from 41% to 53.4% by 2024 on KSA</p>	KCWP 2: Design and Deliver Instruction	Professional Learning / Professional Development- Leadership will collaborate with classroom teachers and model lessons in order to build capacity in best practices.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title I
		Goal Setting ~ Teachers will conference with their students to set achievement goals. Gifted and Talent services will be provided to students who have been identified as high achieving.	Incorporated in lesson plans and student led conferences artifacts	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Literacy design modules will be implemented throughout the year to integrate content, writing, and reading standards using Into Reading as the core instructional material. Reading Improvement Plan will be created for all K-3 students who score at the 30% or below as measured on MAP Testing.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	KySEL

	KCWP4: Review, Analyze and Apply Data	Implement formal (summative, norm referenced testing, and universal screenings) and informal processes (formative assessment, self assessment, and peer reviews) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Plan, Do, Study, Act improvement model will be implemented	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Increased student growth on data tracking document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 1: Design and Deliver Standards	Assistant Principals of Curriculum and Principal will facilitate weekly PLC meetings to include the PDSA that address KAS standards, engagement strategies, assessment, data collection, and analysis.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	General Fund
	KCWP 6: Establishing Learning Culture and Environment	PBIS ~ Teachers create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title IV

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2026, a combined 58% of students will score proficient/distinguished in Science, Social Studies, and Writing on KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Science from 47% to 52% by 2024 on KSA	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Student completing Individual Learning Plans successfully	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Teacher applying successful strategies within their classroom	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	All parents will have at least 2 communication throughout the school year	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title I or ESS
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Objective 2 Increase the percentage of students scoring proficient or above from 50% to 70% in Social Studies by 2024 on KSA	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Communication Logs RTI/MTSS Parent Forms	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
Objective 3 Increase the percentage of students scoring proficient or above from 55% to 60% in Writing by 2024.	KCWP 1: Design and Deploy Standards	Implementation of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Implementation and monitoring of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
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3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Identify GAP students (AA) and monitor their progress towards proficiency using formative assessments. Combined Reading and Math increase from 28% to 30% by 2024 as measured by KSA.</p>	<p>KCWP3: Design and Deliver Assessment Literacy</p>	<p>MasteryConnect – The teachers will learn how to use all the resources and reports from MasteryConnect data to plan instruction for differentiation and to monitor growth.</p>	<p>Growth in Math Strands and Lexile scores Data Tracking Document</p>	<p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>No Funding Required</p>
		<p>Create formative and summative assessments that are aligned to the KAS standards.</p>	<p>Growth in Math Strands and Lexile scores Data Tracking Document</p>	<p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>No Funding Required</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Develop and clearly define MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p>	<p>Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students</p>	<p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>No Funding Required</p>

		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC documents Plan, Do, Study, Act Cycle	During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur)	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Student Led Conferences / Traditional Parent ~ Teacher Conferences – Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.	Self –Regulation / Self - Assessment	Teacher observations and anecdotal notes	No Funding Required
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction of behavior referrals	Monthly Discipline Data	No Funding Required

4:English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, 49% of students are expected to be EL Proficient or Above.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 ELL students will be identified and progress monitored using formative assessment.	KCWP 2: Design and Deliver Instruction	Math MasteryConnect / Reading MasteryConnect - The teachers will learn how to use all the resources and reports from MasteryConnect to plan instruction for differentiation and to monitor growth Response To Intervention/MTSS - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 5: Design, Align and Deliver Support	Create formative and summative assessments that are aligned to the KAS standards.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Develop and clearly defined MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p>	<p>Growth in Math Stands and Lexile scores Data Tracking Document</p>	<p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>No Funding Required</p>
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5: Quality of School Climate and Safety

Goal 5 (State your safety goal.): 100% of the Risk Assessment Indicators for Safety will be implemented at the school level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase safety and security on campus to ensure all staff and students remain safe.	KCWP 6: Establishing Learning Culture and Environment	Full time SRO on campus	Full time security on campus	Officer daily attendance	
		All Classroom doors locked at all times	Barrier between students/staff and intruder	Daily door checks	No Funding Required
		Utilizing front door buzzer and screening all visitors	Secured entrance to school	Office visitor logs	No Funding Required
		Facilitating Active Shooter Training	Increased exposure to best practices in an emergency	Sign In Sheets from PD	No Funding Required
		Implementing monthly drills	Increased of good habits in an emergency	Drill logs	No Funding Required
Objective 2 Increase the results of the quality of school climate and safety survey from green to blue in rating.	KCWP 6: Establishing Learning Culture and Environment	Social and Emotional lessons will be taught routinely	More students will agree or strongly agree with questions on the climate and safety survey	Student survey each semester 5 & 6 Grade Studer Survey	No Funding Required
		Monthly meetings with the Student Voice Committee	More students will agree or strongly agree with questions on the climate	Student survey each semester 5 & 6 Grade Studer Survey	No Funding Required

			and safety survey		

7: Other (Optional)

Goal 7 (State your separate goal.):

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

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.

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) 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 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 "[Documenting Evidence under ESSA](#)" 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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
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