

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 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.

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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1 (State your proficiency goal.): CCMS will increase the overall reading proficiency score from 40% to 52% and the overall math proficiency score from 20.5% to 26.5% on the KSA assessment by May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of seventh and eighth grade students scoring proficient or distinguished on the Reading KSA assessment from 40% to 44% by May 2022.	KCWP 4 Review, Analyze, and Apply Data	Intentional Data Tracking and Progress Monitoring <ul style="list-style-type: none"> Common Assessment each unit in data tracking document Monitoring growth through MAP in fall, winter, and spring MTSS for academic support 	Data analysis of unit common assessments, MAP, KSA	Every 6 weeks through unit assessments, MAP fall, winter & spring, MTSS bi-weekly	District; Title 1
		Create intentional opportunities for students to receive intentional, effective feedback during learning.	Lesson plans, observations	Occurs in classrooms through each unit	Title 1
	KCWP 6 Establishing Learning Culture and Environment	Classroom libraries for leveled independent reading	Student progress through independent reading levels, MAP growth, KSA	MAP-fall, winter, spring	Title I
		Leveled school reading library for small guided reading groups	Student progress through independent reading levels, MAP growth, KSA	MAP-fall, winter, spring	Title I
		School-wide literacy and writing plan across all content areas	Data analysis of unit common assessments, MAP, KSA	Ongoing; Writing plan reviewed each nine weeks	NA
		Intentional focus on questioning and student engagement	Lesson planning, PLC work, MAP growth	Embedded in PLC unit work every 6 weeks	NA
		Utilize strategies learned in KLIP and LDC trainings	Lesson planning, MAP growth, PLC work	Embedded in PLC unit work every 6 weeks	District
	KCWP 2: Design and Deliver Instruction	Professional Learning Communities -- PLC is implemented school wide and follows the Plan Do Study Act protocol.	PLC work / documentation, unit common assessments every 5 weeks, MAP growth three times a year, KSA	Weekly	District; Title I & II

		CCMS has implemented Positive Behavioral Interventions & Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Behavior data	Weekly with rewards mid-nine weeks and end of nine weeks	General Fund
<p><u>Objective 2:</u> Increase the number of seventh and eighth grade students scoring proficient or distinguished on the Math KSA assessment from 20.5% to 22.5% by May 2022.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	Implement Illustrative Math program for middle school	Data analysis through PLC, MAP, KSA	Trainings began in summer 2021 and continue each nine weeks	District Funding, Title 1
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Lesson Plans, PLC Documentation	Embedded in PLC unit work every 6 weeks	NA
		Utilize knowledge of best practice/high yield instructional strategies to aid in intervention	Data Analysis Document & Lesson Plans	Embedded in PLC unit work every 6 weeks	NA
	<p>KCWP 6--Establishing Learning Culture & Environment</p>	All math teachers will receive professional development during the summer and many growth days.	Data analysis through PLC, MAP, KSA	At least 4 times per year	District General Fund District Title II
		Improved Tier 1 instruction within the classroom by utilizing classified staff and adding small group instruction in the co-teaching classrooms.	Data analysis through PLC, MAP, KSA	Ongoing	Title 1
		Professional Learning Communities -- PLC is implemented school wide and follows the Plan Do Study Act protocol.	PLC work / documentation, unit common assessments every 5 weeks, MAP growth three times a year, KSA	Weekly	District; Title 1 & II

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): CCMS will increase the overall science proficiency score from 18% to 23.5% and the overall writing proficiency score from 52% to 67% on the KSA assessment by May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the number of seventh grade students scoring proficient or distinguished on the Science KSA assessment from 18% to 20% by May 2022.	KCWP 2: Design and Deliver Instruction	Complete Through Course Task to measure the student progression of the Cross Cutting Concepts and Science and Engineering Practices.	Unit common assessment data, KSA	Once a semester	NA
		Model and independent student practice using claims, evidence, and reasoning (CRE)	Formative assessment data, unit common assessment data	once per nine weeks	NA
		Development and use of aligned Classroom Embedded Assessments (formative) to assesses students progression through the Science Disciplinary Core Ideas	Formative assessment, unit common assessment data	once a semester	NA
		Teachers create lessons and activities that reflect district pacing and STEMscopes	Lesson plans, formative assessment data, unit common assessment data	6 unit planning through weekly PLC	District Title Funds General Fund
	KCWP 6: Establishing Learning Culture and Environment	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.	Observations	once a semester	NA
<u>Objective 2:</u> Increase the number of eighth grade students scoring proficient or distinguished on the Writing KSA assessment from 52% to 57% by May 2022.	KCWP 4: Review, Analyze, and apply data	Assessment/Analysis of writing using new KY scoring rubric	Unit common assessments, KSA	three times a year	Title 1
		Effective Feedback: Teachers will provide relevant and timely feedback on writing pieces using the new KY scoring rubric and on-demand rubric	Observations, unit common assessments, KSA	at least three times a year	Title 1
		Conferencing--Students have one-on-one conference for feedback on their writing pieces, at least two times a year	Observations, unit common assessments, KSA	at least two times a year	Title 1
		Formative Assessment-Students are formatively assessed daily on their use of grammar, punctuation, & writing rules through bellringers, exit slips & in class writing assignments.	Unit common assessment data	ongoing	NA

	KCWP 6: Establishing Learning Culture and Environment	Self Reflection--At least once, students will complete a reflection sheet to identify areas in which they felt confident and areas that still need growth on their on-demand writing. The student will bring the reflection sheet with them to conference with their teacher to see if their ideas match with what the teacher assesses if they met their goal	Unit common assessment data	Once with informative and once with argumentative writing	NA
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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
<u>Objective 1:</u> Increase the number of African-American students scoring proficient or distinguished on the Reading KSA assessment from 26% to 27% by May 2022.	KCWP 6: Establishing Learning Culture and Environment	Leadership team mentoring and monitoring data of approximately 90 African-American students	Data analysis of unit common assessments, MAP, KSA	monthly	NA
		Parents of African-American students contacted to invite students to after school tutoring as needed	Data analysis of unit common assessments, MAP, KSA	ongoing as needed	ESS Title 1
<u>Objective 2:</u> Increase the number of African-American students scoring proficient or distinguished on the Math KSA assessment from 10% to 11% by May 2022.	KCWP 4: Review, Analyze, and apply data	MTSS for Reading, Math, and behavior -- data monitored by interventionist	Data analysis of unit common assessments, MAP, KSA, behavior data bi weekly	unit assessment every 6 weeks, MAP 3 times a year, behavior data twice a month	ESS Title I
		Teachers monitor formative and summative assessments for understanding and/or mastery and MAP testing for growth	Data analysis of unit common assessments, MAP	formative each unit, unit assessment every 6 weeks, Map 3 times a year	NA

	KCWP 2: Design and Deliver Instruction	Reading teachers selected diverse class novels and lessons to connect and engage African-American students	Data analysis of unit common assessments, MAP, KSA	semester novel reads	Title 1
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4: Growth

Goal 4 (State your growth goal.): 100% of CCMS students will achieve at least one year of academic growth as measured by the MAP assessment.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<u>Objective 1:</u> 100% of students will achieve their growth goal in Reading as measured by the MAP assessment.	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	MAP growth	ongoing	NA	
		Progress monitoring of SPED students is collected to drive instruction and meet gaps	MAP growth	bi-monthly	NA	
		Through PLC, teachers share strategies to improve questioning opportunities and/or engagement	MAP growth	PLC work on 6 week cycle	NA	
		School-wide literacy and writing plan actively in place	MAP growth	ongoing but monitored every nine weeks	NA	
<u>Objective 2:</u> 100% of students will achieve their growth goal in Math as measured by the MAP assessment.	KCWP 3: Design and Deliver Assessment Literacy	Create formative and summative assessments that are rigorous and aligned to the standards	MAP growth	ongoing through the PLC process	NA	
		KCWP 4: Review, Analyze, and Apply Data Results	MTSS for Reading, Math, and behavior -- data monitored by interventionist	MAP	bi-weekly	ESS Title I
			Teachers monitor formative and summative assessments for understanding	Unit common assessment	ongoing through the PLC process	NA
			Analyze Reading and Math MAP data for growth from fall to winter, winter to spring, and fall to spring.	MAP growth	fall, winter, spring analysis using NWEA reports	NA
		Analyze Reading and Math MAP data and use Learning Continuum to identify needed skills for class grouping and intervention	MAP growth	each nine weeks	NA	

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:
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:

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? 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.

Response:

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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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:

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.

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