

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.

- Combined proficient and distinguished writing scores decreased by 2% and students are still performing below the district average.
- Science proficient and distinguished scores decreased by 7.8%.
- The group of students scoring at the proficient/distinguished level in 5th grade reading decreased from 59.3% to 44%.

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.

- Through the PLC process, we will:
- Ensure instructional modifications are made based on the immediate feedback gained from formative assessments.
 - Plan for and implement active student engagement strategies.
 - Plan strategically in the selection of high yield instructional strategies to be used in lessons (modeling, discussion, questioning and feedback).

Indicator	Status	Change
State Assessment Results in reading and mathematics	71.4	+6.8
State Assessment Results in science, social studies and writing	73.0	+5.6
English Learner Progress		
Quality of School Climate and Safety	75.8	-1.0
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Indicator Scores

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

Explanations/Directions

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. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple</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 <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take 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>

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>objectives for each goal.</p>					

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.</p> <p>Objective 1: Increase the percentage of students scoring proficient or above in reading from 52% to 56.6% by 2025.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Literacy Curriculum: Continue to implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing</p>	<p>All certified reading teachers and special education teachers receive support as needed for Into Reading program.</p> <p>Monitor implementation through classroom observations.</p> <p>Coaching provided to individual teachers through the school coaching model.</p> <p>Plan/Do/Study/Act PLC</p> <p>Data Disaggregation</p>	<p>Universal Screener (MAP)-3x a year in K-2</p> <p>MAP Reading Fluency- Administered to students scoring below 30%ile in MAP three times a year</p> <p>Into Reading Progress Monitoring Assessments- Weekly/Bi-Weekly</p> <p>Growth Measure Assessment-3x a year</p> <p>Weekly and Module Assessments</p> <p>Benchmark Assessments (Mastery Connect)-3x a year in grades 3-6</p> <p>Kentucky Summative Assessments</p> <p>District Instructional Reviews</p>	<p>District General Fund</p> <p>Title 1</p>

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the reading needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.</p> <p>PLCs: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis</p> <p>Teaching Coaching: Feedback will be provided to teachers to improve classroom instruction.</p> <p>Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with</p>	<p>Interventionist Progress Monitoring</p> <p>Master Schedule</p>	<p>RTI data will be reviewed and monitored during the PLC process.</p> <p>Review and monitor PLC products and teacher data tracking forms.</p> <p>Coaching schedule to ensure that all teachers are receiving feedback and coaching.</p> <p>Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for</p>	<p>Title 1</p> <p>General Fund</p> <p>General Fund Title 1</p> <p>GT state grant GT district match</p>

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		their Gifted Student Services Plan (GSSP).	through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.	individual students Assessment data for students who are gifted and talented	
		Individualized Reading Improvement Plans: Students scoring at or below the 30%ile on MAP reading assessment will have an individualized reading plan developed and monitored to address their needs.	Multiple measures of data Tier 2 Progress Monitoring Tier 3 Progress Monitoring	MAP Growth MAP Fluency MAP Fluency Progress Monitoring	General Fund
		Tutoring Sessions: Tutoring sessions will be offered to students as either enrichment or intervention for skills and standards as	Decreased number of students scoring at the novice level.	Progress monitoring data	Title 1 ESS funds

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the percentage of students scoring proficient or above in math from 54% to 60% by 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	identified through assessment data.			
		MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students	Interventionist Progress Monitoring Master Schedule	RTI data will be reviewed and monitored during the PLC process.	Title 1
		PLCs: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis	Classroom Assessment Data Teacher Data Tracking Forms Quarterly Vertical PLCs during faculty meetings	Review and monitor PLC products and teacher data tracking forms.	General Fund
		Teaching Coaching: Feedback will be provided to teachers to improve classroom instruction.	Improved instructional practices.	Coaching schedule to ensure that all teachers are receiving feedback and coaching.	General Fund
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Gifted and Talented Students: Students who are identified as gifted and talented will be provided	Differentiation through content, process, and product occurring	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster	GT state grant GT district match

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	services in alignment with their Gifted Student Services Plan (GSSP).	<p>within the classroom and through pull out programs.</p> <p>Cluster leaders provide assistance with identification and coaching teachers in providing individualized services.</p> <p>Opportunities for students to participate in extracurricular activities or clubs.</p>	<p>leaders Cluster leader trainings Progress reports for individual students</p> <p>Assessment data for students who are gifted and talented</p>	
		Tutoring Sessions: Tutoring sessions will be offered to students as either enrichment or intervention for skills and standards as identified through assessment data.	Decreased number of students scoring at the novice level.	Progress monitoring data	Title 1 ESS funds

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

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in science from 45% to 50% by 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-5 Science Literacy meetings with demonstration lessons Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Teacher participation in science specific professional learning/science cohort. Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District General Fund
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction	Use of Mastery Connect Item Bank Student CER writing products	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs Student CER writing products	District General Fund

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and student engagement.			
		K-5 Science Instruction: Ensure science instruction across all grade levels that matches the standards.	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	General Fund
Objective 2: Increase the percentage of students scoring proficient or above in social studies from 58% to 60% by 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Social Studies: Social studies teachers will engage in work to understand the depth of social studies standards through KDE-provided modules to include deconstruction, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.	Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District General Fund
		Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment,	Use of Mastery Connect Item Bank Student writing products (Short Answer, Extended Responses)	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District General Fund

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and best practice in social studies instructional practices around inquiry and historical thinking.		Student writing products	
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement based on implementation of TCI Social Studies curriculum.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	General Fund Title 1
		K-5 Social Studies Instruction: Ensure social studies instruction across all grade levels that matches the standards. Implementation of TCI Social Studies curriculum across all grade levels.	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	General Fund

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Increase the percentage of students scoring proficient or above in writing from 47% to 50% by 2025.	KCWP 1: Design and Deploy Standards	Writing Coach: Utilize writing coach to build teacher capacity around the writing standards and conferencing practices with students.	Collaboration with district writing coach	Certified tutor hired to work directly with students to conference pieces to proficiency.	Title 1
	KCWP 2: Design and Deliver Instruction	Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through	School Writing Plans System wide implementation of School Writing Plans (with attention to disciplinary writing) District Benchmark for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	
	KCWP 4: Review, Analyze and Apply Data				District General Fund

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		analysis of student writing. Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	General Fund Title 1

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 Increase the combined overall score of Economically Disadvantaged students in reading and math from 68.8 to 71 by 2025 as measured by KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the reading and math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students. PLCs: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis. Data Analysis: Classroom assessment data will be reviewed during each PLC cycle. Teachers will name	Interventionist Progress Monitoring Master Schedule	RTI data will be reviewed and monitored during the PLC process.	Title 1 General Fund
			Classroom Assessment Data Teacher Data Tracking Forms Quarterly Vertical PLCs during faculty meetings	Review and monitor PLC products and teacher data tracking forms.	General Fund
			Formative Assessment	Classroom Assessment Data	General Fund

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and claim students in order to plan instruction to meet the needs of students.	Summative Assessment Teacher Data Tracking Forms PLCs agenda		

4: English Learner Progress

Goal 4: Each EL student will progress at least 2 levels on the ACCESS assessment by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least 1 level on the ACCESS assessment by May 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Literacy Curriculum: Continue to implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Our English Learners will be immersed in rich text based instruction through Into Reading.	All certified reading teachers and special education teachers received training in the Into Reading program. Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. Monitor implementation through classroom observations. Coaching provided to individual teachers through the school coaching model.	Universal Screener (MAP)-3x a year in K-2 MAP Reading Fluency-3x a year for students scoring below 30%ile in MAP Into Reading Progress Monitoring Assessments- Weekly/Bi-Weekly Growth Measure Assessment-3x a year Weekly and Module Assessments Benchmark Assessments (Mastery Connect)-3x a year in grades 3-6 Kentucky Summative Assessments District Instructional Reviews	District General Fund Title 1

Goal 4: Each EL student will progress at least 2 levels on the ACCESS assessment by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>ELL Instruction: Students identified as ELL will meet monthly with district personnel to work on specific goals.</p> <p>Translation of newsletters and other important information in home language to be sent home.</p>	<p>Plan/Do/Study/Act PLC</p> <p>Data Disaggregation</p> <p>Improved participation in classroom setting</p>	<p>District personnel to debrief with admin or guidance to discuss progress of students.</p>	<p>Title 1</p>

5: Quality of School Climate and Safety

Goal 5: Increase the score on the Quality of School Climate and Safety Student Survey from 75.6 to 82.0 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the score on the Quality of School Climate and Safety Student survey from 75.8 to 80 by 2025.	KCWP 6: Establishing Learning Culture and Environment	Student Groups: Continue to utilize a Student Advisory Council (Synergize Team) to give students a voice in the activities done throughout the year. These students will be selected by their peers to represent their classes. These students will be tasked with returning to their class with feedback and looking for suggestions.	Improved classroom interactions between students and staff. Students make suggestions to peers which are acted upon by school administration such as student selected PBIS rewards and field trips. Increased score on Quality of School Climate and Safety Student Survey.	Monthly meeting with Synergize Team Decreased number of Office referrals from previous years.	General Fund
		Student Mentoring: School staff with be paired with a student identified as high risk. School counselor will	Improvement in behavior and school performance in	Weekly Check in Check Out data	General Fund

Goal 5: Increase the score on the Quality of School Climate and Safety Student Survey from 75.6 to 82.0 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		utilize small social groups. Castle Club (Chess) will be started after school to mentor a small targeted group of boys.	students identified as Tier 2.		