

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.): <i>The percent of students scoring proficient or higher in math and reading will increase from 38.7% in 2021 to 58.05% in 2025 as measured by KSA.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient or distinguished in reading on KSA will increase from 18.6% in 2021 to 27.9% in 2022.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	Weekly	No Funding
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	Weekly	No Funding
	KCWP 2: Design and Deliver Instruction	Teachers will use Fountas & Pinnell classroom systems Phonics/Word Study, Shared Reading, Interactive Read Aloud, & Guided Reading to develop a balanced literacy approach to instruction.	Classroom Observations	Daily	No Funding
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	Daily	No Funding
		Teachers will receive training in Fountas & Pinnell from a national presenter.	Classroom Observation	Weekly	Title I
	KCWP 4: Review, Analyze and Apply Data	Teachers will complete the PDSA tool to analyze student assessment data.	Implementation of PDSA tool	Weekly	Title II
		Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Implementation of PDSA tool	Weekly	No Funding
		MTSS Committee will use data to determine tiered intervention needs	Full implementation of MTSS protocol	Every six weeks	ESS Title I Title II

		Reading teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS	Full implementation of MTSS protocol	2x year	No Funding
Objective 2 The percentage of students scoring proficient or distinguished in math on KSA will increase from 20.1% in 2021 to 30.5% in 2022.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	Weekly	Title II
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	Weekly	No Funding
	KCWP 2: Design and Deliver Instruction	Teachers will implement Eureka Math with fidelity.	Classroom Observation Lesson Plans	Daily	No Funding
		Teachers will receive training in Eureka Math from a national presenter.	Classroom Observation	Weekly	General Fund
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Classroom Observation	Weekly	No Funding
	KCWP 4: Review, Analyze and Apply Data	Math teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of MTSS protocol	2x a year	No Funding
		Math teachers will disaggregate each unit test from Eureka Math to determine instructional adjustments and determine students for reteach.	Implementation of PDSA tool	Every 4-6 weeks	No Funding
		Teachers will complete the PDSA tool to analyze student assessment data.	Implementation of PDSA tool	Weekly	No Funding

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>The separate academic indicator score will increase from 25.5 in 2021 to 38.25 in 2025 as measured by KSA.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percent of students scoring proficient or higher in science will increase from 9.1% in 2021 to 13.65% in 2022 as measured by KSA.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	Weekly	No Funding
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	Weekly	Title I District Title
	KCWP 2: Design and Deliver Instruction	Amplify Implementation: Science teachers will implement the Amplify curriculum as the new curriculum.	Lesson Plans Classroom Observations	Daily	General Fund Title I
		All science teachers will receive training from an Amplify representative, as well as online support from Amplify as needed.	After science teachers receive training, teachers will fully implement the curriculum using the online Amplify materials and Amplify kits.	Teachers will use Amplify with fidelity.	General Fund
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	Daily	Title IV
	KCWP 4: Review, Analyze and Apply Data	Science teachers will use assessments from Amplify with fidelity	PDSA Tool	Teachers will use the program's assessment at the completion of each unit	No Funding
		Science teachers will analyze data and determine adjustments for instruction.	PDSA Tool	At the end of each Amplify unit.	No Funding
	Objective 2 The percent of students scoring proficient or	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read,	Classroom Observation Lesson Plans	Weekly

<p>higher in writing will increase from 16.4% in 2021 to 24.6% in 2022 asw measured by KSA.</p>		<p>annotate and deliver the standard to students.</p>			
		<p>Teachers meet weekly with instructional coaches to determine focus standards for instruction.</p>	<p>Lesson Plans</p>	<p>Weekly</p>	<p>Title II</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.</p>	<p>Behavior Reports Class Dojo Reports</p>	<p>Daily</p>	<p>Title IV</p>
		<p>Teachers will provide exemplary model of writing for student analysis</p>	<p>Upon completion of specified unit</p>	<p>Check after each assessment has been administered</p>	<p>No funding</p>
		<p>Teachers will provide individualized feedback during the writing process</p>	<p>on completion of specified unit</p>	<p>Check after each assessment has been administered</p>	<p>No funding</p>

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
<p>Objective 1 The percentage of students scoring novice on KSA will decrease</p> <p>-Special education students scoring novice in reading on KSA will decrease from 55.9% to 53% which is a 5% reduction as measured by KSA</p> <p>-African American students scoring novice in reading on KSA will decrease from 69.3% to 65% which is a 5% reduction as measured by KSA</p>	KCWP 2: Design and Deliver Instruction	Teachers will implement Fountas & Pinnell Classroom Curriculum for instruction to fidelity.	Observations Lesson Plans	Daily	General Fund Title I
	KCWP 4: Review, Analyze and Apply Data	Teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of MTSS protocol	2x a year	No Funding
	KCWP 5: Design, Align and Deliver Support Processes	Teachers will use formative assessment data to determine students for reteaching class	Weekly check of progress on reteaching process	Weekly	No funding
		Teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on reteaching process	Weekly	No funding
<p>Objective 2 The percentage of students scoring novice on KSA will decrease</p> <p>-Special education students scoring novice in math on KSA will decrease from 50% to 48% which is a 5% reductions as measured by KSA</p>	KCWP 2: Design and Deliver Instruction	Teachers will implement Eureka Math for instruction to fidelity.	Observations Lesson Plans	Daily	General Fund Title I
	KCWP 4: Review, Analyze and Apply Data	Teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of MTSS protocol	2x a year	No Funding

-African American students scoring novice in math on KSA will decrease from 45% to 42% which is a 5% reduction as measured by KSA	KCWP 5: Design, Align and Deliver Support Processes	Teachers will use formative assessment data to determine students for reteaching class	Weekly check of progress on reteaching process	Weekly	No funding
		Teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on reteaching process	Weekly	No funding

4: Growth

Goal 4 (State your growth goal.): 100% of students will meet their individualized growth goal in Reading on the 2025 MAP Spring.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Teachers, administration, & curriculum coaches will monitor classroom assessment data, BAS, and MAP in order to adjust instruction and determine interventions.	KCWP 4: Review, Analyze and Apply Data	Teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
		Teachers will disaggregate each unit assessment to determine instructional adjustments and determine students for reteach	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
Objective 2 Students who score below the 20th percentile on MAP will be targeted for Tier 3 intervention services.	KCWP 2: Design and Deliver Instruction	Train Tier 3 reading teachers on the implementation of LLI.	Classroom observations	Weekly	Title I
		Trained teachers will implement LLI, a research-based strategy, on average 30 minutes per day, 4 days per week.	Reading records will be analyzed by the MTSS Committee	Every 6 weeks	No Funding
		Tier 3 math teachers will implement Do the Math on average 30 minutes per day, 3 days per week.	Data will be analyzed by the MTSS Committee	Every 6 weeks	No Funding