

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 Performance Level and increase the number of students scoring at the Proficient Performance Level as indicated by the KSA.

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	67.9	3.6
State Assessment Results in science, social studies and writing	62.9	-7.2
English Learner Progress	NA	NA
Quality of School Climate and Safety	81.5	2.8
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](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Literacy

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 2027, 64.2% of students will score proficient or above in Reading measured by KSA. By 2027, 60.7% of students will score proficient or above in Math measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students (Grades 3-5) scoring proficient or above in Reading from 50% to 53% by May 2025 on KSA. Increase the percentage of students (Grades 3-5) scoring proficient or above in Math from 47% to 50% by May 2025 on KSA.	KCWP 2: Design and Deliver Instruction Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using the most appropriate high yield instructional strategies and monitoring student learning.	Professional Learning Communities	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur)	General Fund Title I
		Professional Development - CCPS Professional Learning Conferences, PD through HQR, and other options offered by the school, district, and CoOp Coaching Cycle - Leadership and Instructional Coach will collaborate to provide coaching, to model lessons, and to provide feedback in order to build teacher capacity in best practices Lesson Plan Feedback	Student Achievement on benchmark assessments	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	
		Goal Setting - Teachers will conference with their students to set achievement goals. Gifted and Talent services will be provided to students who	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

	have been identified as high achieving.				
	Reading Improvement Plan will be created for all K-4 students who score at the 30%ile 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 Established MTSS/RTI Structure and Time built into the schedule in which students receive instruction on their individual level to assist in getting them closer to grade level standards and content.	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	
	6 Week MTSS Meetings Established RTI Groups/Time	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 Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.	Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the KAS standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement.	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 Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.	PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired behaviors during instruction to protect the learning environment.	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 2027, 55.0% of students will score proficient or above in Science measured by KSA. By 2027, 74.8% of students will score proficient or above in Social Studies measured by KSA. By 2027, 57.9% of students will score proficient or above in Writing measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Science from 49% to 52% on KSA.	KCWP 1: Design and Deploy Standards Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.	Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the KAS standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement. Review and conduct cyclic curriculum reviews/checks within the PLC.	PLC documents Plan, Do, Study, Act Cycle Effective Lessons based on student assessment data Student Achievement on benchmark assessments	During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur) Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using the most appropriate high yield instructional			Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title I or ESS

	strategies and monitoring student learning.					
	KCWP 6: Establishing Learning Culture and Environment Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom. PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired behaviors during instruction to protect the learning environment.	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	KCWP 1: Design and Deploy Standards Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the Increase the percentage of students scoring proficient or above from 44% to 47% in Social Studies by 2025 on KSA.	Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the KAS standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis,	PLC documents Plan, Do, Study, Act Cycle Effective Lessons based on student assessment data Student Achievement on	During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur) Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required	

	standards, curriculum, and instructional resources.	and instruction refinement. Review and conduct cyclic curriculum reviews/checks within the PLC.	benchmark assessments		
KCWP 2: Design and Deliver Instruction Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using the most appropriate high yield instructional strategies and monitoring student learning.	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 Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and the foundation for all actions.	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom. PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired	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	

	behaviors during instruction to protect the learning environment.					
Objective 3 Increase the percentage of students scoring proficient or above from 38% to 40% in Combined Writing by 2025 on KSA.	KCWP 1: Design and Deploy Standards Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.	Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the KAS standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement. Implementation of school Writing Plan	PLC documents Plan, Do, Study, Act Cycle Effective Lessons based on student assessment data Student Achievement on benchmark assessments	During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur) Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required	
	KCWP 2: Design and Deliver Instruction Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using the most appropriate high yield instructional strategies and monitoring student learning.	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 Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom. PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired behaviors during instruction to protect the learning environment.	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
Objective 1 Decrease the percentage of students (Disability) GAP Group scoring Novice in Reading in from 51% to 49% by 2025 as measured by KSA.	KCWP3: Design and Deliver Assessment Literacy Use a variety of evidence (4 primary assessment purposes) to support educational decision making	Teachers will learn how to use all the resources and reports from MAP and MasteryConnect data to plan instruction for differentiation and to monitor growth. Create formative and summative assessments that are aligned to the KAS standards.	Decrease in Novice Scores on Benchmark Assessments	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 4: Review, Analyze and Apply Data Established MTSS/RTI Structure and Time built into the schedule in which students receive instruction on their individual level to assist in getting them closer to grade level standards and content.	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.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

4:English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, 50% of English Language Learners will progress up 1 level on ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 10% of English Language Learners will progress up 1 level on ACCESS 2025.	KCWP 5: Design, Align and Deliver Support Promote positive, equitable and inclusive learning experiences for all students with ongoing continuous improvement and data-based decision making occurring at all levels to match instruction, intervention, and support to the identified needs of all learners.	Professional Learning Communities Professional Development - CCPS Professional Learning Conferences, PD through HQIR, and other options offered by the school, district, and CoOp Following EL Students' PSP Services provided by the EL Teacher	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching Student Achievement	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	

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 Training, resources, and awareness to ensure a safe space that is conducive to learning	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 potential 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 Training, resources, and awareness to ensure a safe space that is conducive to learning	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 Studer Survey	No Funding Required
		Monthly meetings with the Student Voice Committee	More students will agree or strongly agree with questions on the climate and safety survey	Student survey each semester Studer Survey	No Funding Required

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). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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