# 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

## 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. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| 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. | 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](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy. | 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. | 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. | 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. | |

## 1: State Assessment Results in reading and mathematics

| Goal 1 (State your reading and math goal.): Increase proficiency in Reading and Math. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase proficiency in Reading by at least 25% and reduce novice by 25%. | KCWP 2 | Small group instruction for extra focus activities to increase comprehension. | RTI data |  | No funds needed. | |
| Kinesthetic Learning activities: Hands on activities to increase retention. | Lesson plans |  | $14,886.56 | |
| KCWP 1 | PD and district PLC’s to increase teacher knowledge. | Attendance logs |  | No funds needed. | |
| Utilize district wide pacing guides. | Pacing guide tracking |  | No funds needed. | |
| KCWP 5 | Use of Technology: Flipgrid to record student reading to hold students accountable for their work. | Lesson plans |  | No funds needed. | |
| SAVAAS curriculum to increase rigor in instruction and assessment. | Transcend data |  | District funded. | |
| STAR assess each 6 weeks to track proficiency and growth. | STAR data |  | District funded. | |
| Objective 2  Increase proficiency in Math by at least 25% and reduce novice by 25%. | KCWP 5 | Utilize SAVVAS daily. | Lesson plans |  | No funds needed. | |
| Increase Rigor | Transcend data |  | No funds needed. | |
| KCWP2 | RTI: Fluid and intentional grouping for RTI based on assessments. | RTI data/Transcend scores |  | No funds needed. | |
| Fluency skills –Reflex math | Lesson plans |  | Funded by Perry Promise. | |
| KCWP4 | Assess: Use KDE released items | Lesson plans |  | No funds needed. | |
| Use data from Transcend and STAR | Lesson plans |  | District funded. | |
| Objective 3  Student ownership in increasing proficiency | KCWP 4 | Data days to discuss report card, assessments, attendance, and progress throughout the year. | Student Data Notebook completion |  | $400  $150 (FRYSC) | |
| Students will keep a digital data notebook to track all progress. | Student Data Notebook completion |  | No funds needed. | |

2: State Assessment Results in science, social studies and writing

| Goal 2 (State your science, social studies, and writing goal.): Reduce novice and increase proficiency in Science, Social Studies, and Combined Writing. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Novice reduction by 25% and increase proficiency by 25% in Science. | KCWP 1 | Teacher and classroom assistant work together to reach all students. | Schedules |  | Funded by district. | |
| One on one instruction | Schedules |  | No funds needed. | |
| KCWP 3 | Increase Test taking strategies Embed test taking strategies in lessons. | Lesson plans |  | No funds needed. | |
| Utilize CER method for writing scrimmages | Lesson plans |  | No funds needed. | |
| KCWP 2 | PIMSER units for instruction | Lesson plans |  | District funded. | |
| Increase rigor. | Transcend data |  | No funds needed. | |
| Objective 2  Novice reduction by 50% and increase proficiency by 25% in Social Studies. | KCWP 3 | KSA like assessments: Utilize tools and released items from KDE to develop KSA like assessment. | Lesson plans |  | No funds needed. | |
| Embed test taking strategies and reading skills into instruction. | Lesson plans |  | No funds needed. | |
| KCWP 3 | Fall, winter, and spring screener assessments to track progress | Class of folders |  | District funded. | |
| Data analysis | Class of folders |  | No funds needed. | |
| KCWP 1 | Pacing guides from district | Lesson plans |  | No funds needed. | |
| Utlize Kentucky Academic Standards to ensure all content is taught | Lesson plans |  | No funds needed. | |
| Objective 2  Novice reduction by 25% and increase proficiency by 25% in Writing. | KCWP 2.3 | Increase Rigor of writing assignments. | Lesson plans |  | No funds needed. | |
| Bi-monthly scrimmages | Class of folders |  | No funds needed. | |
| KCWP 1 | Continuous writing instruction and incorporation daily in ELA content. | Lesson plans |  | No funds needed. | |
| Utilize SAVVAS curriculum | Increase in scores on scrimmages throughout the year. |  | No funds needed. | |
| KCWP | Leveled writing strategies | Lesson plans |  | No funds needed. | |
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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** |
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| Objective 1  Increase proficiency among students with special needs by 15%. | KCWP 1 | SPED focused district PLC’s monthly | Attendance logs |  | No funds needed. |
| School level SPED PLC’s weekly | Attendance logs |  | No funds needed. |
| KCWP 2 | SPED district cadre for new staff | Attendance logs |  | No funds needed. |
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| KCWP 3 | Co-teaching parallel and station teaching daily | Increase in proficiency on Transcend |  | No funds needed. |
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| Objective 2  Develop and implement a school level GAP plan. | KCWP 4 | Utilize School KASC GAP analysis report to identify GAP areas. | Set data goals |  | No funds needed. |
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| KCWP 5 | Mentor program for new staff offered at the district. | Mentor logs and minutes |  | District funded. |
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| Objective 3 |  |  |  |  |  |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): Students will feel safe, secure, and supported at school. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Meet every student’s immediate social and emotional needs. | KCWP 6 | Utilize Terrace Metrics screener three times per year with students. | Results from surveys |  | District funded. | |
| Consistent MTSS system of supports. | Behavior incident reports |  | District funded. | |
| Social/Emotional lessons throughout the year. |  |  | $350 | |
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| Objective 2  Decrease the amount of middle school students who think internet bullying is a problem at our school. | KCWP 6 | Jeff Browning training on internet safety and bullying. | Incident reports/KSA Climate and Safety survey report |  | FRYSC funded. | |
| Digital Citizenship lessons during specials. |  | No funds needed. | |
| Cyber-Safe Families and School training offered to all families across the district. |  | Paid for by District | |
| Red Ribbon Week |  | FRYSC funded. $400 | |
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## 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:

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| **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:** |
| **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:** |
| **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?  **Response:**  **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.** |

## TSI/ATSI 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](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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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## 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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

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| **Turnaround Team:** |
| **Consider:** Provide 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  **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:** |

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