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.

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, Baldridge, 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 Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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.

Goal: Include 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): To increase percent of proficient/distinguished students in reading from 40.6% to 50%, and in math from 37.7% to 46% on the 2022/2023 KAS exam.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the percentage of students scoring proficient/distinguished on the state assessment in Reading by 2023.	Design and Deliver Instruction: What systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?	Teachers will complete the development of standards-based units for all content areas.	STAR Assessment Unit Assessments KAS Assessment	May 2022	
		Reading teachers in each grade level will utilize Jan Richardson's Guided Reading process to assure each student is receiving reading instruction at their level.	STAR Assessment KAS Assessment	May 2022	$2,500
	Design and Deploy Standards: Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?	PLCs will be content specific. Primary reading teachers will meet and intermediate reading teachers will meet to discuss standards coherence, units, standards-based assessments, and strategies.	KAS Assessment	May 2022	
		BCES will consult with Holly Bloodworth to effectively implement Guided Reading.	STAR Assessment Unit Assessments KAS Assessment	May 2022	$1,200
	Design, Align, Deliver Support Processes: What system or processes are in place to ensure appropriate academic interventions are taking place to meet he needs of all students?	21st Century Community Learning Center K-2 focuses on reading interventions with a minimum of one reading interventionist working with K-2 students each afternoon.	STAR Benchmark Unit Assessments	Ongoing through grant implementation	21st CCLC Grant
		21st Century Community Learning Center focuses on reading interventions with a minimum of one reading interventionist working with 3-5 students each afternoon when grant is awarded.	STAR Benchmark Unit Assessments	Ongoing through grant implementation	21st CCLC Grant
Increase the percentage of students scoring proficient/distinguished on	Design and Deliver Instruction: What systems/processes are in	Teachers will complete the development of standards-based units for all content areas.	STAR Assessment Unit Assessments KAS Assessment	May 2022	

	Goal 1 (State your proficiency goal.): To increase percent of proficient/distinguished students in reading from 40.6% to 50%, and in math from 37.7% to 46% on the 2022/2023 KAS exam.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**		**Funding**
the state assessment in Math by 2023.	place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?	BCES will develop a process of developing and delivering math talks a minimum of three times a week.	STAR Assessment KAS Assessment	May 2022		Title IV Funds $500
	Design and Deploy Standards: Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?	PLCs will be content specific. Primary math teachers will meet and intermediate math teachers will meet to discuss standards coherence, units, standards-based assessments, and strategies.	KAS Assessment	May 2022		
		Continue with KCM training on Math Fact Fluency. In addition, utilize L to J Math Facts Fluency to improve numeracy and number sense in grades 1 to 5.	Unit Assessments	May 2022		SBDM $200
	Design and Deliver Instruction: What process is in place to ensure students have an understanding of learning expectations and know the criteria for success?	Students will develop and implement Leadership Notebooks through the Leader in Me Program, providing ongoing information for goal setting and tracking.	Unit Assessment STAR Assessment	May 2022		SBDM $1,000

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): To increase percent of proficient/distinguished students in science on the 2022/2023 KAS exam by 8% to 31%; to increase percent of proficient/distinguished students in On-Demand Writing on the 2022/2023 KAS exam from 27.6% to 36%; to increase percent of proficient/distinguished students in social studies on the 2022/2023 KAS exam from 42.9% to 55%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient/distinguished on the state assessment in On-Demand Writing.	Design and Deliver Instruction: What systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?	Teacher will complete the development of standards-based units.	STAR Assessment Unit Assessments KAS Assessment	May 2022	
		Vertical articulation of writing modes with teachers in grades three through five.	Classroom Assessments	May 2022	
	Design and Deploy Standards: Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?	PLCs will be content specific. Fourth and fifth grade writing will meet to discuss coherence and standards-based units/assessments.	KAS Assessment	May 2022	
		Develop a common prewrite and implement timed writing in all intermediate grades.	KAS Assessment	May 2022	
Objective 2 Increase the percentage of students scoring proficient/distinguished on the state assessment in Social Studies.	Design and Deliver Instruction: What systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?	Teacher will complete the development of standards-based units.	STAR Assessment Unit Assessments KAS Assessment	May 2022	
		Teachers will receive training on the new social studies standards.	Classroom Assessment	May 2022	
	Design and Deploy Standards: Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?	PLCs will be content specific. Fourth and fifth grade social studies will meet to discuss coherence and standards-based units/assessments.	KAS Assessment	May 2022	

Goal 2 (State your separate academic indicator goal.): To increase percent of proficient/distinguished students in science on the 2022/2023 KAS exam by 8% to 31%; to increase percent of proficient/distinguished students in On-Demand Writing on the 2022/2023 KAS exam from 27.6% to 36%; to increase percent of proficient/distinguished students in social studies on the 2022/2023 KAS exam from 42.9% to 55%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Increase the percentage of students scoring proficient/distinguished on the state assessment in Science.	Design and Deliver Instruction: What systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?	Teacher will complete the development of standards-based units.	STAR Assessment Unit Assessments KAS Assessment	May 2022	
		Use performance-based rubric provided by state to evaluate student performance. Will be reworded in student friendly language for them to self-assess.			
		Vertically align science content in grades K-3. Align grade 5 with grades 6 & 7.			
	Design and Deploy Standards: Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?	PLCs will be content specific. Fourth grade science teacher will meet with administration to discuss standards-based units and assessments, as well as disaggregate student data.	KAS Assessment	May 2022	
		Teacher will attend district-wide PLC to discuss strategies and vertical alignment.			

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2023, decrease the percentage of special education students scoring novice in math from 52% to 26%, and in reading from 60% to 30%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Reduce the number of special education students who are performing at novice in reading on the KAS assessment.	Design and Deliver Instruction: What systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?	Twenty chosen students will be placed on FastForward to address reading gap.	STAR Assessment Unit Assessments KAS Assessment	May 2022 May 2022	Special Education Monies
		Increase one to one direct intervention with special education teachers.			
		Teachers will develop specific action plans for each student.	STAR Assessment Unit Assessments KAS Assessment	May 2022 May 2022	
		SPED teachers will attend content PLCs in reading and math.	STAR Assessment Unit Assessments KAS Assessment	May 2022 May 2022	
Objective 2 Reduce the number of special education students who are performing a novice in math on the KAS assessment.	Design and Deliver Instruction: What systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?				
		Teachers will develop specific action plans for each student.	STAR Assessment Unit Assessments KAS Assessment	May 2022 May 2022	
		SPED teachers will attend content PLCs in reading and math.	STAR Assessment Unit Assessments KAS Assessment	May 2022 May 2022	

4: Growth

Goal 4 (State your growth goal.): The percentage of students scoring Novice on KAS in reading will decrease from 27% to 18% and math will decrease from 22% to 12% by 2023.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Reduce percentage of students scoring Novice in reading from 27% to 18%	Design, Align, Deliver Support Processes: What system or processes are in place to ensure appropriate academic interventions are taking place to meet he needs of all students?	21st Century Community Learning Center K-2 focuses on reading interventions with a minimum of one reading interventionist working with K-2 students each afternoon.	Unit Assessment STAR Assessment KAS Assessment	May 2022	21st CCLC Grant
	Design and Deliver Instruction: How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?	Teachers will be trained on using Thoughtful Education Strategies beginning fall of 2022.	Unit Assessment STAR Assessment KAS Assessment	May 2022	District
Objective 2 Reduce percentage of students scoring Novice in math from 22% to 12%	Design, Align, Deliver Support Processes: What system or processes are in place to ensure appropriate academic interventions are taking place to meet he needs of all students?	Each student in every grade level will continue assessing and tracking math facts using Math Fact Fluency book and training from Kentucky Center for Mathematics	Unit Assessment STAR Assessment KAS Assessment	May 2022	SBDM
	Design and Deliver Instruction: How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies	Teachers will be trained on using Thoughtful Education Strategies beginning fall of 2022.	Unit Assessment STAR Assessment KAS Assessment	May 2022	District

Goal 4 (State your growth goal.): The percentage of students scoring Novice on KAS in reading will decrease from 27% to 18% and math will decrease from 22% to 12% by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	to implement in order to ensure congruency to the intent of the learning target?				

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2024, 100% of students at transition grade levels (grades 2 and 5) will be proficient in math facts and proficient in reading.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, 100% of students in grades 2 and 5 will be proficient in math facts.	Design, Align, Deliver Support Processes: What system or processes are in place to ensure appropriate academic interventions are taking place to meet he needs of all students?	Beginning in January 2020, each student in every grade level will begin assessing and tracking math facts using Lee Jenkins' L to J assessments.	Unit Assessment STAR Assessment KAS Assessment	May 2022	SBDM
		Beginning Fall of 2020, each teacher will begin using strategies from KCM Math Fact Fluency training.			
Objective 2 By 2024, 100% of students in grades 2 and 5 will be proficient in reading.	Design and Deliver Instruction: What systems/processes are in place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?	Reading teachers in each grade level will utilize Jan Richardson's Guided Reading process to assure each student is receiving reading instruction at their level.	Unit Assessment STAR Assessment KAS Assessment	May 2022	District

6: Graduation Rate

Goal 6 (State your graduation rate goal.):NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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 Targeted Support and Improvement (TSI) Schools

TSI 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.	☒
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		☐
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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:

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
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