

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.

Increase proficiency of male students vs. female students in all areas
Increase proficiency of economically disadvantage students in all areas
Decrease novice of students with IEPs in all areas

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.

Small group instruction; designated protected time for phonics (K-2) and morphology (3-6) daily; RTI protected time for all students (remediation or enrichment)

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	85.5	8.4
State Assessment Results in science, social studies and writing	82.4	7.6
English Learner Progress	93.3	
Quality of School Climate and Safety	87.6	12.4
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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 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.					
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. Objectives should address state assessment results and/or aligned formative assessments. 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 or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take 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.): Decrease percentage of reading novice from 8% (23-24) to 4% (24-25) as measured by state assessment results. Decrease percentage of math novice from 9% (23-24) to 4% (24-25) as measured by state assessment results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- Decrease percentage of reading novice from 8% (23-24) to 4% (24-25) as measured by state assessment results.	KCWP 2: Design and Deliver Instruction	Implementation of OG/Morphology/CKLA curriculum	STAR data	STAR – 5 times per year	District
		Use of Simple Solution texts as a spiraling review for reading standards.	STAR data	STAR – 5 times per year	District
	KCWP 5: Design, Align, and Deliver Support	Use of Simple Solution, IXL, Lexia, CBM, Sonday system programs will be utilized to individualize learning gaps based on student needs/gaps (small group instruction)	Lexia/Simple Solutions/CBM usage and Sonday progress reports	Weekly/Monthly	District, Title 2
		OG/Morph/CKLA coaching for all staff	STAR data	STAR – 5 times per year	District
		Use of RAPS and UNREAL organizers to improve reading and writing responses to passages.	Summative Assessments	Daily/weekly/monthly	District
Objective 2- Decrease percentage of math novice from 9% (23-24) to 4% (24-25) as measured by state assessment results.	KCWP 2: Design and Deliver Instruction	Implementation of IM curriculum	STAR data	STAR – 5 times per year	District
		Use of Simple Solution wkbk as a spiraling review for math standards.	STAR data; SS quizzes	STAR – 5 times per year	District
	KCWP 5: Design, Align, and Deliver Support	Illustrative Math coaching	STAR data	STAR – 5 times per year	District; Title 2
		Math PLCs	STAR data	STAR – 5 times per year	District; School
		CBM, Reflex, Math Seeds, Academic Math programs will be utilized to individualize learning gaps based on student needs/gaps. (small group instruction)	CBM, Reflex, math seeds, academic math usage/progress reports; benchmark testing	Weekly/Monthly	Title 2

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

Goal 2 (State your science, social studies, and writing goal.): Increase our overall combined indicator score in science, social studies and writing from 90(23-24) to 93 (24-25)as measured by the state assessment results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- Decrease our % of novice in science from 7% (23-24) to 3% (24-25) as measured by the state assessment results.	KCWP 1: Design and Deploy Standards	Teachers in K-6 utilize resources aligned to NGSS. HMH, PLTW, 180 Days of Science, and Generation Genius	Summative Assessments	Monthly/Weekly/Daily	District, School, Title 2
		Utilize Kagan Cooperative learning structures	Kagan Coaching Days	Monthly	District, Title 2
	KCWP 2: Design and Deliver Instruction	Use of Simple Solution texts as a spiraling review for science standards.	Summative Assessments	Monthly/Weekly/Daily	Title 2/ Title 1 (staffing)
		Utilize CER structures, graphic organizers and practice prompts	State Assessment	KSA; weekly CER practice	School
		Science coaching	State Assessment	KSA	School, District
Objective 2- Decrease our % of novice in social studies from 8% (23-24) to 4% (24-25)as measured by the state assessment results.	KCWP 1: Design and Deploy Standards	Primary Source Inquiry and perspective lessons.	State Assessment	KSA	School
Objective 3- Decrease our % of novice in writing from 4% (23-24) to 2% (24-25) as measured by the state assessment results	KCWP 1: Design and Deploy Standards	Utilize Smackdown Writing curriculum	State Assessment	KSA/Weekly progress monitoring checks	District
	KCWP 2: Design and Deliver Instruction	Use of Simple Solution texts as a spiraling review for writing standards. IXL, StoryWorks, Scope, RAPS	Summative Assessments	Monthly/Weekly/Daily	District
		Writing PLCs and coaching	State Assessment	KSA	School

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 – To decrease the % of Hispanic novice in math from 16% (23-24) to 8% (24-25) as measured on state assessment.	KCWP 5: Design, Align, and Deliver Support	Utilize small group instruction focused on skills needed from Star progressions	CBM, Summative assessments, Star	Daily/weekly/monthly	District
		Utilize Academic math (multisensory approach)	Summative Assessments	Weekly	District
	KCWP6: Establishing Learning Culture and Environment	Maximize use of master schedule including time for pull out; push in; RTI; practice testings, extended time with standards	Access Testing; KSA testing	Yearly	District, school
		Use of ELL teacher and assistant for EL instruction	Access Testing;KSA	Yearly	District
Objective 2 –To decrease the % of students with IEP novice in math from 23% (23-24) to 10% (24-2)	KCWP 5: Design, Align, and Deliver Support	Utilize small group instruction focused on skills needed from Star progressions	CBM, Summative assessments, STAR	Daily/Weekly/Monthly	District
		Maximize use of master schedule including time for pull out; push in; RTI; practice testings, extended time with standards	KSA testing	Yearly	District
	KCWP 2: Design and Deliver Instruction	Maximize use of co-teaching in all core classes to teach SDI	Co-teaching coaching sessions	Monthly	District
		Participate in Knights in Training practice sessions with accommodation buddies	Summative assessments	5 times a year	School
Objective 3 – To decrease the % of male novice from 10% (23-24) to 5% (24-25)	KCWP 2: Design and Deliver Instruction	Utilize small group instruction focused on skills needed from Star progressions	CBM, Summative assessments, Star	Daily/weekly/monthly	District

4: English Learner Progress

Goal 4 (State your English Learner goal.): To increase our indicator rating as measured by ACCESS assessment from 93.3 (23-24) to 95 (24-25).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- Increase Proficiency in overall Composite scores of Reading, Writing, Listening, and Speaking scores by 0.5 (on a scale of 1-6) by 2025 as measured by state required ACCESS assessment	Differentiate curriculum, instruction, and assessments designed in English based on language learners’ levels of English language proficiency	Implement EL strategies into RTI reading groups through collaboration with classroom teachers in grades K-6. Creation of lessons designed for EL students that include specific vocabulary from the classroom in grades K-6. Incorporate KAGAN structures. Utilize small group instruction focused on skills needed from Star progressions Maximize use of master schedule including time for pull out; push in; RTI; practice testings, extended time with standards Use of ELL teacher and assistant for EL instruction	ACCESS growth, Cumulative assessment growth in Reading, Writing, Listening, and Speaking, Summative assessments, CBM, STAR, KSA	Daily/Weekly/Monthly/Yearly	Title 2, Title 3

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): To increase our Quality of School climate and safety survey results from an indicator score of 100 (23-24) to an indicator score of 104 (24-25) as measure by state assessment					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - To increase our Quality of School climate and safety survey results from an indicator score of 100 (23-24) to an indicator score of 104 (24-25) as measure by state assessment	KCWP 5: Design, Align and Deliver Support Processes	Implement the use of Kagan Team Building and Class building Structures.	Kagan Coaching data showing the use of the teambuilding structures	Weekly Kagan structures; Monthly Kagan Coaching	District – Title 2
	KCWP 6: Establishing Learning Culture and Environment	Implement school-wide Kingdom days to build positive culture in the building	Products produced through the activities (such as Macy’s Day School wide parade; school wide reading of same book/projects)	Biannually (Kingdom Days each semester); Monthly (Kingdom points reveal at monthly assembly	School
	KCWP 6: Establishing Learning Culture and Environment	Implement school wide PBIS system including interventions for Tier 2	Data collected through Looker Studio	Monthly PBIS data meeting	District; School

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:

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 on the next page 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 (EBP) 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) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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:

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:

CSI Evidence-based Practices

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Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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.

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