Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required school goals include the following:
    - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
    - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
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 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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

1: Proficiency

Goal 1 -- to return to the proficiency rate of students in Reading and Math as follows:

Reading – EOMS students will achieve at a proficiency rate of 74.6% in 2022. This will increase to 85% by 2027.

Math – EOMS students will achieve at a proficiency rate of 70.8% in 2022. This will increase to 84% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Recover the percentage of students at proficiency in Reading to 74.6% by June 2022.	KCWP 1: Design and Deploy Standards. KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Designing and delivering instruction and assessment based upon the standard aligned in the ELA Curriculum.	MAP Kentucky State Assessment Grade Level Common Formative Assessments	Leadership collaboration with each Collaborative Team. End of Trimester check in for 6 Product Progress. Tier 1 data	N/A
	KCWP 2: Design and Deliver Instruction	Use of READ/MATH 180 and system 144 to supplement instruction through Co-Teaching Academy and Tier 3 interventions.	MAP, Kentucky State Assessment	Diagnostic Testing throughout.	$8000.00 for Math/Read 180
		Math and ELA courses utilize Common Collaborative Assessments		Collaborative Team Meetings – progress monitoring.	N/A
Objective 2 Recover the percentage of students at proficiency in Math to 70.8% by June 2022.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	MAP, Kentucky State Assessment	MTSS team will monitor the progress of students during bi-weekly meetings.	N/A embedded in school schedule.

2: Separate Academic Indicator

Goal 1 -- to return to the proficiency rate of students in Social Studies, Science and Writing as follows: Social Studies – EOMS students will achieve at a proficiency rate of 73.4% in 2022. This will increase to 85% by 2027. Science – EOMS students will achieve at a proficiency rate of 41.0% in 2022. This will increase to 60% by 2027. Writing – EOMS students will achieve at a proficiency rate of 42.6% in 2022. This will increase to 60% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Recover the percentage of students at proficiency in Social Studies to 73.4% by June 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Designing and delivering instruction and assessment based upon the standard aligned in the Social Studies Curriculum	MAP, KENTUCKY STATE ASSESSMENT Grade Level Collaborative Team progress toward common formative assessments.	Leadership collaboration with each Collaborative Team. Tier 1 data	N/A
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	Common Assessments, KENTUCKY STATE ASSESSMENT	Collaborative teams will identify students in need of Tier 2 remediation.	N/A
Objective 2 Recover the percentage of students at proficiency in Science to 41% by June 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Designing and delivering instruction and assessment based upon the standard aligned in the Science Curriculum.	KENTUCKY STATE ASSESSMENT	Common Collaborative Assessments	N/A

Goal 1 -- to return to the proficiency rate of students in Social Studies, Science and Writing as follows:

Social Studies – EOMS students will achieve at a proficiency rate of 73.4% in 2022. This will increase to 85% by 2027.

Science – EOMS students will achieve at a proficiency rate of 41.0% in 2022. This will increase to 60% by 2027.

Writing – EOMS students will achieve at a proficiency rate of 42.6% in 2022. This will increase to 60% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.			
Objective 3 Recover the percentage of students at proficiency in Writing to 42.6% by June 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	School wide formative writing tasks. At least twice a year, EOMS will conduct a live scoring event to provide students and teachers immediate feedback regarding the writing process.	KENTUCKY STATE ASSESSMENT Live scoring analysis	Live scoring analysis.	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Writing across content	KENTUCKY STATE ASSESSMENT	Common formative assessments.	

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).

Goal 3: Goal 1 -- to return to the proficiency rate of students with disabilities in Reading and Math as follows:

Reading – EOMS students with disabilities will achieve at a proficiency rate of 32.5% in 2022. This will increase to 40% by 2027.

Math – EOMS students with disabilities will achieve at a proficiency rate of 25% in 2022. This will increase to 40% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EOMS students with disabilities will achieve at a proficiency rate of 32.5% for reading in 2022.	KCWP 2: Design and Deliver Instruction	READ 180 and System 44 within resource setting for students with significant reading deficits.	Reading Inventories, MAP and KAS	Diagnostic throughout	$8000.00
		ELA courses utilize Common Collaborative Assessments		PLC analysis of units.	N/A
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Grade level collaborative teams will utilize RECOVERY and Targeted Intervention times daily to address needs of the students.	MAP, Kentucky State Assessment		
Objective 2 EOMS students with disabilities will achieve at a proficiency rate of 25% for math in 2022.	KCWP 2: Design and Deliver Instruction	Use of MATH 180 to supplement instruction within the resource setting for kids in need.	MAP, KPREP	Diagnostic Testing throughout.	$8000.00 for Math/Read 180
		Math courses utilize Common Collaborative Assessments		PLC analysis of units.	N/A
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Targeted groups within REACH ensure students who struggle the most receive Tier 2 support, while enrichment sessions can offer differentiation for those who already know it.	MAP, KPREP	MTSS team will monitor the progress of students during bi-weekly meetings.	None required – embedded in school schedule.

4: Growth

<table>
<tr><td colspan="6">Goal 4 (State your growth goal.): Coming off the pandemic year, our students demonstrated learning loss. The Conditional growth report from NWEA MAP highlights this. Our goal will be to demonstrate Conditional Growth at the 50th percentile in both math and reading.</td></tr>
<tr><th>Objective</th><th>Strategy</th><th>Activities</th><th>Measure of Success</th><th>Progress Monitoring</th><th>Funding</th></tr>
<tr><td rowspan="6">Objective 1
MAP Reading will be at the 50th percentile for conditional growth.</td><td>KCWP 2: Design and Deliver Instruction</td><td>Core instruction – Collaborative teams will work closely to identify</td><td>MAP</td><td>MAP winter/spring</td><td>N/A</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>KCWP 5: Design, Align and Deliver Support</td><td>MTSS team will identify students in need of targeted instruction in REACH, or Related Arts window</td><td>MAP</td><td>MAP winter/spring</td><td>N/A</td></tr>
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<tr><td rowspan="5">Objective 2
MAP Math will be at the 50th percentile for conditional growth.</td><td>KCWP 2: Design and Deliver Instruction</td><td>Core instruction – Collaborative teams will work closely to identify</td><td>MAP</td><td>MAP winter/spring</td><td>N/A</td></tr>
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5: Transition Readiness – this is not a middle school goal.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 5 (State your transition readiness goal.):					
Objective 1					
Objective 2					

6: Graduation Rate – this is not a middle school goal

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

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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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
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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