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 (State your proficiency goal.): Elliott County Middle School will increase its combined Reading and Math percent Proficient and Distinguished from 30.4 in 2021 to 65 percent Proficient and Distinguished in 2026 based on the KPREP Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Elliott County Middle School will increase its Math Percent Proficient and Distinguished from 21.3 in 2021 to 27.3 in 2022.	Create Processes For Teachers to create clear and precise learning targets for students. KCW-1	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Improved scores on quarterly Iready Performance.	Weekly Teacher Made Assessments	Title V. IReady expense
		Construct student-friendly learning targets	Teachers have Daily Learning Targets	Weekly lesson Plans establish Learning Targets for Students.	No Expense
	Describe processes for ensuring vertical curriculum work. KCW-1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery	PLC's coordinate to ensure very fluid Curriculum Maps that ensure all standards are effectively covered for student mastery.	Lead Interventionist works with teachers during PLC's to ensure that effective strategies are put in place.	No Expense
		Ensure that all users of assessment data use information to benefit student learning.	PLC's will evaluate student assessment Data Monthly	Student performance will be evaluated quarterly utilizing the IReady assessment.	Title V I Ready
Objective 2 Elliott County Middle School will increase its Reading percent Proficient and Distinguished 39.4% in 2021 to 45% in 2022.	Create processes for teachers to create clear and precise learning targets for students.KCW-1	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Improved scores on quarterly Iready Performance.	Weekly Teacher Made Asessments	Title V-I Ready
		Construct student-friendly learning targets	Teachers Establish Daily Learning Targets	Daily Learning Targets are part of Weekly Lesson Planning	No Expense
	Implement systems of collaboration in order to meet the tier 1 educational needs of all students KCW-2	Ensure congruency is present between standards, learning targets, and assessment measures.	PLC's will evaluate Assessments in relationship to standards.	Student Assessment will accurately reflect what standard mastery looks like.	No Expense

Goal 1 (State your proficiency goal.): Elliott County Middle School will increase its combined Reading and Math percent Proficient and Distinguished from 30.4 in 2021 to 65 percent Proficient and Distinguished in 2026 based on the KPREP Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery	PLC's coordinate to ensure very fluid Curriculum Maps that ensure all standards are effectively covered for student mastery	Lead Interventionist works with teachers during PLC's to ensure that effective strategies are put in place.	No Cost

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Elliott County Middle School will increase its Combined Science and Writing percent Proficient Distinguished from 26.4% in 2021 to 65% percent in 2026 utilizing the KPREP assessment as the indicator.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Elliott County Middle School will increase its Science from 15.6% to 24% P/D in 2022.	Document how learning is monitored before, during and after instruction. KCW-2	Plan for and implement active student engagement strategies.	Students are engaged in the Curriculum.	Through School and District Leadership observation.	No Expense
		Develop assignments and activities reflect the learning targets students have had the opportunity to learn.	Teacher made assessments are aligned with all standards.	Weekly grading that reflects student achievement towards the standard.	No Expense
	Provide student Feedback on the progression of their learning. KCW-3	Ensure that standardized assessment results are used appropriately to propel student achievement.	Instructors reteach when student achievement doesn't reflect standard mastery.	If less than 60% of the students master a standard, the material needs to be retaught. Student performance will be the evaluation.	No Expense.
		Ensure that all assessments produce accurate evidence.	PLC's will review assessments to ensure validity.	Teacher made assessments will regularly be given to students to monitor progress toward student goals.	No Expense
Objective 2 Elliott County Middle School will increase its Writing from 36.7% to 44% P/D in 2022.	Provide student Feedback on the progression of their learning. KCW-3	Ensure that standardized assessment results are used appropriately to propel student achievement.	Teachers will utilize Assessments to drive Instruction.	Academic goals will be developed based on assessment performance	No Expense
		Create intentional opportunities for students to receive and offer effective feedback during learning.	Teachers will offer individual feedback weekly on student performance on a variety of assessments	Students will be observed evaluating their own and their classmates work during class observations by administration and peers	No Expense
	Implement a system for students to take ownership in	Implement and commit to purposeful, scheduled monitoring	Administrators will make weekly classroom visits to	Weekly teacher meetings that discuss student and teacher ownership in their progression of learning.	No Epense

| Goal 2 (State your separate academic indicator goal.): Elliott County Middle School will increase its Combined Science and Writing percent Proficient Distinguished from 26.4% in 2021 to 65% percent in 2026 utilizing the KPREP assessment as the indicator. |||||||
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	their own progression of learning.	efforts in accordance with continuous improvement needs	ensure the standards are being effectively covered.		

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 Elliott County Middle School will increase its Combined Reading and Math Proficiency Percentage from 10% for students with Disabilities to 20% during the 2021-2022 School Year.	Implement systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning. KCW 5	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	All parents are appropriately notified of student need and placement in intervention.	Signed sheet by guardian establishing parental knowledge of that placement.	Lead Interventionist salary out of General Fund.
	District and School administration implement a system to ensure the use of all data and information to improve instruction and reduce the number of students scoring Novice. KCW 5	Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.	Monthly Evaluation in Principal meetings of student growth in IReady.	Minutes of Principal Meetings	No Expense
Objective 2 Elliott County Middle School will increase its combined Reading and Math Proficiency percentage from 23.6% for Economically Disadvantaged students 40% during the 21-22 School Year.	School and District Leaders Positively Reinforce Desired Behaviors and encourage teachers to do the same.	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	All parents are appropriately notified of student need and placement in intervention.	Signed sheet by guardian establishing parental knowledge of that placement	Lead Interventionist salary out of General Fund.
	Implement methods to ensure opportunities for	Create school-wide behavioral support system that aligns with the Code of Conduct as well as	Fully Implement PBIS	Decreased Discipline Referrals	No Expense

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Character Development KCW6	student action plans for self-monitoring and immediate feedback.			
Objective 3					

4: Growth

Goal 4 (State your growth goal.): Elliott County Middle School will improve its combined Reading and Math Percent on Grade Level from 20% on Grade Level beginning the 21-22 school year to 60% on Grade Level on the April IReady assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Elliott County Middle School will increase its Percent of students performing on Grade level in Reading from 23% to 70% during the 21-22 School Year.	Implement a System for teachers to readjust the curriculum to meet student needs based on Assessment Results. KCW 1	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process	Vertically and Horizontally aligned curriculum.	Monthly PLC Meeting Minutes	No Expense
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn	Students Understand the learning targets and how they apply to their learning.	Teacher made Assessments	No Expense
	Implement a Process to ensure students have an understanding of learning expectations and know the criteria for success. KCW 2	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Quarterly I Ready Progress Reviews	Lead Intervenitionist will move students as progress determines need.	No Expense
		Plan for and implement active student engagement strategies.	Multiple Assessment Strategies	Success on Teacher Made Assessments	No Expense
Objective 2 Elliott County Middle School will increase its Percent of Students Performing on Grade Level in Mathematics from 17% to 40% during the 21-22 School Year.	Implement a System for teachers to readjust the curriculum to meet student needs based on Assessment Results. KCW 1	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process	Vertically and Horizontally aligned curriculum.	Monthly PLC Meeting Minutes	No Expense
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learnVer	Students Understand the learning targets and how they apply to their learning.	Teacher Made Assessments	No Expense
	Implement a Process to ensure students have an understanding of learning expectations and know the criteria for success. KCW 2	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Quarterly I Ready Progress Reviews.	Lead Interventionist will move students as progress determines need.	No Expense
		Plan for and implement active student engagement strategies.	Multiple Assessment Strategies	Success on Teacher Made Assessements.	No Expense

Goal 4 (State your growth goal.): Elliott County Middle School will improve its combined Reading and Math Percent on Grade Level from 20% on Grade Level beginning the 21-22 school year to 60% on Grade Level on the April IReady assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Transition Readiness

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

6: Graduation Rate

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

7: Other (Optional)

Goal 7 (State your separate goal.):NA					
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
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