

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.

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. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , 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: Increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the overall number of students scoring proficient and distinguished by 10% in reading and math for Jenkins Independent School by the 2023 school year.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Reading and Mathematics.	Implement the district established framework to ensure an aligned instructional system.	Coherent View of Learning, Instructional Expectations and Lesson Design has been established.	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	ESSER -\$3800
		Implement and monitor a process to ensure a guaranteed and viable curriculum for reading and math aligned to Kentucky Academic Standards including learning intentions and success criteria and paced with accuracy (including aligned assessments) by instructional staff.	Curriculum documents for reading and math in all grade levels (Mapping, pacing guides, units of study including assessments). Professional Learning Plan includes targeted, job-embedded learning opportunities for KAS modules, high yield strategies, Clarity for Learning and curriculum implementation for all instructional staff.		ESSER-\$400
		Develop expectations and create a schedule for curriculum meetings to review the alignment between standards, learning targets and assessment measures.	Implementation of collaborative curriculum/instruction meetings.		
		Implement the district-wide process for PLC using DuFour's model and introducing Plan, Do, Study, Act (PDSA) as a model. Ensure the process consists of the following components: 1. Congruence between standards, learning intentions, success criteria, activities, and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards	PLC protocols developed to ensure systemic analysis of student mastery of standards and readjustment of curriculum, using assessment data.		

Goal 1: Increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to ensure curricular alignment reviews are an ongoing action based on assessment data.			

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

Goal 2: Increase the percentage of students scoring proficient/distinguished by 30% in the areas of science, social studies and writing on the Kentucky Summative Assessment by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the overall number of students scoring proficient and distinguished by 10% in science, social studies, and writing for Jenkins Independent School by the 2023 school year.	KCWP 1: Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in science, social studies, and writing.	Implement the district established framework to ensure an aligned instructional system. Implement and monitor a process to ensure a guaranteed and viable curriculum for reading and math aligned to Kentucky Academic Standards including learning intentions and success criteria and paced with accuracy (including aligned assessments) by instructional staff. Develop expectations and create a schedule for curriculum meetings to review the alignment between standards, learning targets and assessment measures.	Coherent View of Learning, Instructional Expectations and Lesson Design has been established. Curriculum documents for reading and math in all grade levels (Mapping, pacing guides, units of study including assessments). Professional Learning Plan includes targeted, job-embedded learning opportunities for KAS modules, high yield strategies, Clarity for Learning and curriculum implementation for all instructional staff. Implementation of collaborative curriculum/instruction meetings.		

Goal 2: Increase the percentage of students scoring proficient/distinguished by 30% in the areas of science, social studies and writing on the Kentucky Summative Assessment by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement the district-wide process for PLC using DuFour’s model and introducing Plan, Do, Study, Act (PDSA) as a model. Ensure the process consists of the following components: 1. Congruence between standards, learning intentions, success criteria, activities, and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards 3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to ensure curricular alignment reviews are an ongoing action based on assessment data. Implement the district literacy plan.	PLC protocols developed to ensure systemic analysis of student mastery of standards and readjustment of curriculum, using assessment data. Monitor the implementation of the district literacy plan.		

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 At the elementary level, we will increase the percentage of students in the gap group scoring proficient and distinguished in reading and math by 11.5%. At the middle school level, we will increase the	Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in Reading and Mathematics instruction, based on Kentucky Academic Standards.	Deploy a systems approach to continuous school improvement. Provide professional learning in the five areas of Clarity for Learning. Ensure the implementation of a lesson design that is inclusive of the five areas of Clarity for Learning. Adopt and deploy a co-teaching model	School leadership participates in School Improvement for Performance Excellence training. Clarity for Learning plan developed and deployed A lesson design process developed and implemented. Identify a pilot co-teaching team Implementation of co-teaching model	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	ESSER \$2,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
percentage of students in the gap group scoring proficient and distinguished in reading and math by 12%. At the elementary level, we will increase the percentage of students in the gap group scoring proficient and distinguished in reading and math by 17%.		Implement the instructional monitoring system to ensure all students receive high quality core instruction. Monitor classroom instruction and lesson plans for high expectations, differentiation, student engagement and use of data to make instructional decisions. Monitor and document tiered movement and instructional next steps.	School walkthrough schedule created and implemented. Walkthrough tool designed and implemented to align with Clarity for Learning. Walkthrough data analysis Lesson plan feedback Documentation of tiered movement and instructional next steps		

4: English Learner Progress

Goal 4: The district does not have EL students at this time.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The district does not have EL students at this time.					

5: Quality of School Climate and Safety

Goal 5: Increase the performance rating at each level (elementary, middle, and high) by 10 index points.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the performance rating of each elementary, middle, and high school by 3.3 index points.	Develop a systematic approach for the design and deployment of standards in order to ensure the creation of an environment in which students learn and the support they are offered meets their individual needs.	Collectively review and revise the vision and mission statements that reflect core values of the school and support academic achievement for all students. Implement Lion’s Quest social emotional learning program to support the whole child. Clearly define and articulate student expectations and group norms within the school.	Vision and mission statements reviewed with revisions as necessary. Monitor the implementation of Lion’s Quest SEL program. Positive Behavior Intervention and Supports (PBIS) expectations are defined. Display signage in both buildings with key concepts of PBIS.	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	

6: Postsecondary Readiness (high school only)

Goal 6 : Increase the percentage of students identified as postsecondary ready by 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the overall number of students identified as postsecondary ready by 10% for Jenkins Independent School by the 2023 school year.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards and/or pathway program standards at appropriate levels of rigor.	Develop a protocol to support student success with post-secondary readiness. Align the roles and responsibilities of staff (i.e., district, school, Gear-Up, OneGoal) to increase student opportunities to achieve post-secondary readiness.	CTE protocol Post-secondary readiness tracking spreadsheet Roles and responsibilities established.	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	

7: Graduation Rate (high school only)

Goal 7: Increase the percent of graduation from 90% to 97 % cohort by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of graduation from 90% to 93% for Jenkins Independent School by the 2023 school year. Objective 2	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards and/or pathway program standards at appropriate levels of rigor.	Establish a protocol to utilize the Student Performance Monitoring Report (SPMR) to identify students who are at-risk of dropping out. Maintain a “watch list” for tracking 1. academic readiness to meet graduation requirements using PtG toolkit; 2. transition readiness for success at the next level including EOPs and Industry Certifications in Career and Technical Education. Develop a process to include Check and Connect to reduce barriers for students who are at-risk of dropping out.	Protocol for SPMR analysis Tracking spreadsheet Check and Connect process	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	

8: Other (Optional)

Goal 8 (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:
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](#). 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](#)” 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.	<input checked="" type="checkbox"/>
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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:

Evidence-based Practices

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