

## 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
<p>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.</p>	<p>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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



1: Proficiency

Goal 1 (State your proficiency goal.): By 2024, Johnson County Middle School will increase Proficiency (Proficient/Distinguished) of student performance in Reading and Math by 5% achievement scores on state required academic assessments					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By August 2022, will continue implementing a system that will give ALL students an opportunity to improve in Reading, Language Arts, and Mathematics through individual learning paths.	Key Core Work Strategy 5: Design, Align, and Deliver Support Processes Schools must establish a model and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIP's should include the use of resources to support best practice strategies.	1. Monitor the use of student's iReady progress that improves work processes to support student learning. The data may be used as part of the protocol for a monitoring system and to set goals for individual students.	Evidence: iReady Reports and Diagnostics Formative and Summative Assessments and KPREP Data Analysis	7th - 8th grade iReady (Pre/Mid-Year/Post) Reports and on-going progress monitoring, IXL Reports	
		2. Continue to include writing as separate core content classes and an addition math class.			
Objective 2: By October 2022, establish a process to ensure all teachers/leaders participate in a Professional Learning Community and build their pedagogy for high quality instruction. Teachers will attend professional development	Key Core Work Process 3: Design and Deliver Assessment Literacy Classroom assessment for student learning emphasizes assessment for learning strategies and provides effective targeted, penalty free practice for	1. Utilize the district-wide JC Structures (rubric) in order to have a uniform and consistent measure to determine priorities for success. Structures include: Profession Learning Communities, Assessment Literacy, and Mastery Learning helping to self-evaluate the "as is state."	Evidence: i Ready Reports and Diagnostics Formative and Summative Assessments and KPREP		

Goal 1 (State your proficiency goal.): By 2024, Johnson County Middle School will increase Proficiency (Proficient/Distinguished) of student performance in Reading and Math by 5% achievement scores on state required academic assessments

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
activities that strengthen their ability to engage students in learning and use of formative and summative assessments.	students. It enables students to take responsibility for their own learning, improves student motivation and enables students to be in control of their own learning. It also improves student achievement and moves from a grading culture to a learning culture.	2. All new teachers will complete new teacher training and will participate in the mentoring program outlined in the certified evaluation plan.			
	Key Core Work Process 1: Design and Deploy Standards The KY Academic Standards ensure schools/districts have access to the same outline of expectations and are in statute as what is to be taught. It is imperative that schools/ districts assess, review and revise school curricula to support the assurance that all students have the knowledge, skills and dispositions for future success. Standards and curriculum are fundamental to each and every student.	1. Continue the practice for reviewing curriculum and student performance by creating a year-long special schedule for content PLC meetings. Teachers will have an opportunity to meet with all content specific teachers and an administrator at least 4 times during the school year and multiple times before the start of school.	Evidence: JC Structure Notes/eProve Documents/ PLC Notes	PLC Notes (updated minimally during each scheduled PLC Meeting)	

**2: Separate Academic Indicator**

Goal 2 (State your separate academic indicator goal.): By 2024, Johnson County Middle School will increase student performance in Science, Social Studies and Writing according to the Separate Academic Indicator assessments by 5 points

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By August 2022, curriculum leaders will evaluate the school curriculum and make data based decisions to improve student learning.	Key Core Work Process 1: Design and Deploy Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success	1. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Students will receive additional Science and Social Studies. Writing will be a core class.	Student Schedules/ Exploratory Rotation	Planning Notes and Master Schedule Class Rosters	
		2. Construct student-friendly learning targets. Targets shall be posted and referenced throughout the lessons.	Lesson Plans/Walk-Through Documentation/Evaluations		
Objective 2					

**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
<p>Objective 1: By October 2022, we want to integrate a system that will help to reduce disparity in student performance between groups by moving all students to higher levels and moving those at the lowest levels more rapidly to help reduce achievement gaps and ensure equity for all learners.</p>	<p>Design, Align, Deliver Support Processes Schools must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses a system to analyze and monitor data regularly to improve work processes to support student learning and monitor what is working. Alignment of CSIPs should include the use of aligned resources to support best practice strategies.</p>	<p>1. Monitor the use of iReady that improves work processes to support student learning. The data may be used to individualize student learning and as part of the protocol for a monitoring system for tiered intervention considerations.</p>	<p>iReady Diagnostics/Reports</p>	<p>7-8 iReady (Pre/Post/MidYear) Reports and On-Going Progress Monitoring</p>	<p>Provided by District</p>
		<p>2. Integration of a Data Team at the school level and at the District level to develop and deploy a process consisting of the KDE Data Analysis Workbook (“as is state/ desired state”) and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for use with data points for continuous improvement.</p>	<p>eProve Documents and CSIP</p>	<p>Monthly Progress Monitoring (eProve Documents)</p>	<p>N/A</p>
		<p>3. Each student will have protected time in his/her schedule for intervention based on the individual need of the student. Teams will analyze all data</p>	<p>Student Schedules/PLC Notes/Analysis Tools</p>	<p>On-going progress monitoring</p>	<p>N/A</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		sources and integrate a plan for all students. Focus will be first on at-risk students in areas of Math and Language Arts. Opportunities will be available during this time for intervention strategies.			
Objective 2					
Objective 3					



**4: Growth**

Goal 4 (State your growth goal.): By 2024, Johnson County Middle School will increase to the goal of proficiency and beyond by increasing the percentage of students who meet annual personal Growth Targets for improvement based on individual student trajectory toward proficiency or beyond in the content areas of Reading and Mathematics. The Growth Target will demonstrate whether students “catch-up, keep-up, or move-up” as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By December 2022, a monitoring tool will be available and implemented for students to track their own learning and progress	Key Core Work Process 2 Design and Deliver Instruction All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school/district to determine how students learn best.	1. Establish a process to which students take more responsibility in their own learning that will include monitoring progress on iReady, achievement scores from year to year, daily attendance, etc. Google tools will be used to create, save, and share this information	Google Docs/Forms Google Classroom Student Portal	Daily Inputs with weekly reviews	
		2. Each student will have an intervention period in his/her schedule based on the individual need of the student. Teams will analyze all data sources and integrate a plan for all students. Focus will be first on at-risk students in areas of Math and Language Arts. Opportunities will be available during this time for intervention strategies.	Student Schedules/PLC Notes/Analysis Tools	Classroom Assessments/Ongoing progress	
Objective 2: By 2022-2023, we will continue to implement an after school program designed to meet the needs of students and increasing academic achievement for ALL that participate.	Key Core Work Process 6 Establishing a Learning Culture for Environment The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment	1. Students may receive daily homework assistance, tutoring, study support to help meet their needs. Transportation will be available for all that attend. There will also be morning and afternoon enrichment activities provided.	Daily logs/Online Learning Program Reports/ Test Data/ Student Report Cards	On-going Daily Logs, Grant Documentation, Student Surveys	21st CCLC Grant Monies
Objective 3: By 2022-2023, we will continue to					

Goal 4 (State your growth goal.): By 2024, Johnson County Middle School will increase to the goal of proficiency and beyond by increasing the percentage of students who meet annual personal Growth Targets for improvement based on individual student trajectory toward proficiency or beyond in the content areas of Reading and Mathematics. The Growth Target will demonstrate whether students “catch-up, keep-up, or move-up” as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
implement the Leader In Me (LIM) process to develop students who are equipped to achieve and entrusted to lead their own learning.	Key Core Work Process 6 Establishing a Learning Culture for Environment The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.	1. Students and staff will learn and put into practice the “7 Habits.” A student leadership team will be created and there will be opportunities for students to lead in the classroom and in school wide activities. Student’s strengths and achievements will be celebrated through visual displays and celebrations.	Needs Assessment School wide LIM drive/visual displays/Social Media Posts	Documentation from lesson plans	Leader In Me Funding/Cares Act

**5: Transition Readiness**

Goal 5 (State your transition readiness goal.): By 2024, the Johnson County School District will attain Transition Readiness of the necessary knowledge, skills, and dispositions to successfully transition students to the next level of his or her education career as evidenced by state-required assessment accountability system. To be measured by meeting benchmark composite scores that combine proficiency performance in Reading, Mathematics, Writing (8th Grade), Social Studies (8th Grade), and Science (7th Grade).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By October 2022, Middle School (by 8th) will meet a benchmark composite score of proficiency performance in Reading/Writing (7-8), Mathematics (7-8), Social Studies (8th), and Science (7th).	The KY Academic Standards ensure schools/districts have access to the same outline of expectations and are in statute as what is to be taught. It is imperative that schools/ districts asses, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.	1. The use of a “mentoring” process will be established starting at middle school continuing through high school where students will provide supports for younger classmates. (e.g., ACT Leadership Strategies, etc.).	ILPs/Mentoring Program	Twice a year	
Objective 2					

**6: Graduation Rate**

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:

<b>Components of Turnaround Leadership Development and Support:</b>
<b>Consider:</b> 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? <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>

**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.	<input checked="" type="checkbox"/>
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Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

**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.



<b>Evidence-based Activity</b>	<b>Evidence Citation</b>	<b>Uploaded in eProve</b>
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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