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.): Students at Central Elementary will maintain proficiency by above the lowest 5% of schools and increasing combined Reading and Math to 55 % as evidenced by 2021/2022 KAS scores through the next 3 years.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percentage of proficiency in reading to 40% from 24.7 as evidenced by KAS scores	Design and Deliver Instruction: Identify instructional needs for Tier I and Tier II to ensure improvement and monitor instructional effectiveness.	Formative assessments with appropriate, timely feedback, Wonders (new reading series), IReady practice and diagnostic performance, teacher reflection and refinement according to student success with intervention and enrichment, daily learning targets and regular teacher / student goal setting with reflection, New Teacher Mentor Program	Lesson plans with daily learning targets, feedback, students scores, varied assessments, student goal completion and refinement.	Lesson plans, walk through, student success with improvement in scores and understanding on varied assessments, IReady diagnostic three times a year, student grades, and progress reports, STAR Reading scores.	$0
	Design and Deliver Assessment Literacy: Validate assessments to ensure congruency with standards and learning targets.	Formative assessments with appropriate, timely feedback, IReady practice and diagnostic performance, teacher reflections and refinement according to student success with intervention and enrichment, daily learning targets and regular teacher / student goal setting with reflection, New Teacher Mentor Program.	Lesson Plans with daily learning targets, feedback, students scores, varied assessments, student goal completion and refinement.	Lesson plans, walk through, student success with improvement in scores and understanding on varied assessments, IReady diagnostic three times a year, student grades, and progress reports, STAR Reading scores.	$0

Goal 1 (State your proficiency goal.): Students at Central Elementary will maintain proficiency by above the lowest 5% of schools and increasing combined Reading and Math to 55 % as evidenced by 2021/2022 KAS scores through the next 3 years.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase percentage of proficiency in Math to 40% from 15.6% by June 2022 measured by the 2021/2022 KAS scores	Design and Deliver Instruction: Identify instructional needs for Tier I and Tier II to ensure improvement and monitor instructional effectiveness.	Formative assessments with appropriate, timely feedback, IReady practice and diagnostic performance, Reflex Math practice, teacher reflection, and refinement according to student success with intervention and enrichment, daily learning tarets and regular teacher / student goal setting with reflection, New Teacher Mentor Program.	Lesson plans with daily learning targets, feedback, student scores, varied assessments, student goal completion and refinement.	Lesson plans, walk throughs, student success with improvement in scores and understanding on varied assessments, IReady diagnostic three times a year, student grades and progress reports, Reflex Math practice, STAR math scores.	$0
	Design and Deliver Assessment Literacy: Validate assessments to ensure congruency with standards and learning targets.	Lesson Plans evidence explicit instruction with standards, learning targets, and assessments, professional development, effective feedback for mastery for all students, success criteria.	Lesson plans, teacher observation and walkthroughs, student success according to criteria aligned with standard and target.	Lesson plans, assessments, rubrics with success criteria, student daily scores and performance, IReady, STAR Math scores, Reflex, formative assessments.	$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Central Elementary will perform above the lowest 5% in the state increasing the combined score of 43.5 in SAI areas of Science and Writing throughout the next three years seeing improvement each year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2022, ES will decrease novice writing by 20% and increase proficiency from 19.5% to 39.5% P/D evidenced by KAS scores	Design and Deploy Standards: Central Elementary develops and implements curriculum that is rigorous, intentional, and aligned to promotes student learning success.	Using the KY Core Content, KY Curriculum Framework and Performance Level Descriptions for Writing, teachers plan what will be learned at each grade level and how it will be assessed using both formative and summative data, District and School Writing Policy followed.	Curriculum maps / pacing guides, exit criteria / benchmark, RTI documentation, internal portfolios, Lesson Plans, Assessment of wiring in all subject areas.	Internal portfolio checks every nine weeks, daily / weekly classroom writing assessments, progress reports every 4 ½ weeks.	$0
	Design and Deliver Instruction and Assessment Literacy: Central Elementary's writing program actively engages all students by effective, varied, and research bases practices to improve student performance in writing. The school will have multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs, including assessments of and for learning.	Every child will have access to high quality, best, and effective practices during instruction. Students who do not reach mastery of learning targets and criteria according to standards, will be provided Tier II and or Tier III individual or small group instruction. Students' literacy in writing is modeled, taught, practiced, and evaluated K-6 and appropriated individual intervention is provided for students who do not meet criteria at each level.	Curriculum maps / pacing guides, exit criteria / benchmark, RTI documentation, internal portfolios, lesson plans, assessment of writing in all subject areas.	Internal portfolio checks every nine weeks, daily / weekly classroom writing assessments, progress reports, every 4 ½ weeks.	$0

Goal 2 (State your separate academic indicator goal.): Central Elementary will perform above the lowest 5% in the state increasing the combined score of 43.5 in SAI areas of Science and Writing throughout the next three years seeing improvement each year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By June 2022, CES will increase proficiency from 21. 7% P / D to 40% P / D evidenced by KAS scores.	Design and Deliver Instruction: Collaboration between teachers from all grade levels will take place to ensure students instructional needs are meet and learning is monitored through attainment of learning targets through formative and summative assessment.	Vertical PLCs and district PLCs participation for all teachers of Social Studies, common assessments, explicit instruction with learning targets and aligned assessments.	Lesson Plans, PLC notes, assessments with feedback for mastery, rubrics and criteria.	Progress Reports, PLC notebooks, lesson plans, walk throughs, student performance based on criteria.	$0
Objective 3: By June 2022 CES will decrease novice Science by 5% and increase proficiency from 24% P/D to 45% P/D evidence by KAS scores.	Design and Deliver Instruction: Science teachers provide explicit instruction according to standards with learning targets. There will be vertical PLC's and participation in district PLC groups.	STEMscopes and Science Weekly Readers which is aligned to Kentucky Academic Standards for Science using the 5E research based instruction, collaboration with STEM resource teacher, present daily learning targets, provide varied activities with 3 dimensional aspects of Content, Practices, and Concepts.	Lesson Plans, PLC notes, assessments with feedback for mastery, rubrics, and criteria.	Progress reports, PLC notebooks, lesson plans, walk throughs, student performance based on critera, CEAs, TCTs.	$0
	Design and Deliver Assessment Literacy: CES will ensure validity of all science assessment based on standards and learning targets. Formative & summative assessments will be used to monitor student achievement and increase	Provide daily attainable learning targets based on standards, use assessments that are valid, plan assessments according to learning targets, use classroom embedded assessments for monitoring and teaching, provide timely, effective feedback, provide multiple and varied opportunities, Through	Classroom assessments, Through Course Tasks, students' use science and engineering practices based on success criteria.	CEAs, TCTs, student achievement progress reports, lesson plans, showing congruency between instruction and assessments.	$0

Goal 2 (State your separate academic indicator goal.): Central Elementary will perform above the lowest 5% in the state increasing the combined score of 43.5 in SAI areas of Science and Writing throughout the next three years seeing improvement each year.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	student achievement through effective feedback & additional Instruction.	Course Tasks, Classroom Embedded 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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Reading proficiency to 40% from 24.7% in disability sub population by June 2022 evidenced by KAS scores.	Design and Deliver Instruction and Assessment Literacy	Ensure congruency between standards, learning targets, and assessments, vertical curriculum mapping to identify instructional gaps, creation of intentional opportunities for effective feedback, student self assessment and goal setting, effective communication between all stakeholders with collaboration, RTI specialists.	Lesson Plans, PLC notes, internal portfolios, classroom assessments in writing and in content areas, mastery of learning targets, success criteria.	Internal portfolio checks and reviews, classroom writing assessments, special education, and regular education teacher collaboration, lesson plans, walk throughs, student data notebooks, pacing guides, exit criteria, Universal assessments (K Brigance Screener, IReady, STAR), PLC notes, student work samples, preassessments, formative assessments, student and teacher reflections, parent conferences.	$0
Objective 2 Increase Science proficiency to 40% from 24% in disability sub population by June 2022 evidenced by KAS scores.	Design and Deliver Instruction and Assessment Literacy.	Ensure congruency between standards, learning targets, and assessments, vertical curriculum mapping to identify instructional gaps, create of intentional opportunities for effective feedback, student self assessment and goal setting, effective	Lesson Plans, PLC notes, mastery of learning targets, success criteria, TCTs, CEAs	Through Course Tasks, Classroom Embedded Assessments, STEMScopes, Formative Assessments, Summative Assessments, Lesson Plans, Walk Throughs, Class discussion, student and teacher work samples.	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		communication between all stakeholders with collaboration, RTI specialists.			
Objective 3 Increase Math proficiency to 40% from 15.6% in disability sub population by June 2022 evidenced by KAS scores.	Design and Deliver Instruction and Assessment Literacy	Ensure congruency between standards, learning targets, and assessments, vertical curriculum mapping to identify instructional gaps, creation of intentional opportunities for effective feedback, student self assessment and goal setting, effective, communication between all stakeholders with collaboration, RTI specialists.	Lesson Plans, PLC notes, mastery of learning targets, success criteria.	Lesson plans, walk throughs, student success with improvement in scores and understanding on varied assessments, IReady diagnostic three times a year, Reflex Math, students grades and progress reports, STAR math scores.	$0

4: Growth

Goal 4 (State your growth goal.): Central Elementary will continue to maintain a very Good Growth status by meeting all long term goals in Reading / Math and SAI areas within the next three years.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Maintain very Good Growth status by meeting long term goals set for the next year by June 2022	Design and Develop Standards	Design and Deploy Standards: Central Elementary develops and implements curriculum that is rigorous, intentional, and aligned to promote student learning success.	Lesson Plans with daily learning targets, feedback, students scores, varied assessments, student goal completion and refinement.	Formative and Summative assessments, assignment design rubrics that vet for standard congruency. PLCs	$0
	Design and Deliver Instruction and Assessment Literacy	Provide daily attainable learning targets based on standards, use assessments that are valid , plan provide daily attainable learning targets based on standards, use assessments that are valid, plan assessments, according to learning targets, use classroom embedded assessments for monitoring and teaching, provide timely, effective feedback, provide multiple and varied opportunities. Students who do not reach mastery of learning targets and criteria according to standards, will be provided Tier II and / or Tier III individual or small group instructions.	Curriculum maps / pacing guides, exit criteria / benchmark, RTI documentation, lesson plans, common assessments, and walkthroughs.	Lesson Plans, student notebooks, grades, learning targets, mastery learning, PLCs.	$0
Objective 2					

Goal 4 (State your growth goal.): Central Elementary will continue to maintain a very Good Growth status by meeting all long term goals in Reading / Math and SAI areas within the next three years.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Transition Readiness

			Goal 5 (State your transition readiness goal.):		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
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:

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.	☒
		☐
		☐
		☐
		☐

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.	☒
		☐
		☐
		☐
		☐