

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
<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 Kentucky's six (6) Key Core Work Processes 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 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.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By the year 2025-2026 school year, WVES reading proficiency/distinguished will be 65% and math proficiency/distinguished will be 61%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, WVES will improve reading proficiency from 59% to 61%.	KCWP 3: Design and Deliver Assessment Literacy	MAP Growth Goal Education for Motivation and Self-Assessment (extrinsic and intrinsic motivations). Ex. list of names on posters, prizes related to growth, school celebrations.	Quantity of Students Reaching Personal Growth Goals and/or Proficiency.	Map data 3x pre year	\$2000 for MAP assessment (District fund)
	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Minutes from PLC meetings indicating this has occurred	Every other week PLC Meetings	\$0
	KCWP 4: Review, Analyze and Apply Data	Use assessment data to help students assess and adjust their own learning	Student Notebook Activity.	Weekly in class	\$2000 for MAP assessment (District fund)
	KCWP 2: Design and Deliver Instruction	Implementation of new High Quality Instructional Resources	Minutes from PLC meetings indicating this has occurred. Walkthrough and classroom observations	Every other week PLC Meetings and weekly walkthrough notes	\$130,000 (District Instructional Materials/Textbooks fund)
Objective 2: By May 2023, WVES will improve math proficiency from 55% to 57%.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Minutes from PLC meetings indicating this has occurred	Every other week PLC Meetings	\$0
	KCWP 4: Review, Analyze and Apply Data	Use assessment data to help students assess and adjust their own learning	Evidence from individual student notebooks	Weekly in class	\$2000 for MAP assessment (District fund)
	KCWP 2: Design and Deliver Instruction	Work on vertical alignment across grade-levels to ensure students receive appropriate sequence of math instruction	PD agendas, PLCs, math curriculum committees, and after-school meetings	Every other week PLC Meetings and monthly meeting notes	\$0

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

Goal 2 (State your science, social studies, and writing goal.): By 2025-2026, WVES will be at 50% proficiency rate in the area of science on KSA for all 4 th Graders.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, all of WVES will prepare students to increase in science proficiency/distinguished from 35% to 40%.	KCWP1: Design and Deploy Standards	Teachers will design and implement hands-on science using science, technology, engineering, and math concepts with the guidance from NgSS documents.	Lesson plans created.	Every other week PLC Meetings	\$1000 SBDM funds
	KCWP2: Design and Deliver Instruction	Assessments created at all grade levels to gauge our progress with standards, with particular attention given to scientific processes.	Assessments created.	Every other week PLC Meetings	\$0
	KCWP6: Establishing Learning Culture and Environment	Teachers will engage with CINSAM (from NKU) professional development.	Number of teachers attending and use of information gathered.	Quarterly & Semester CINSAM Meetings/PD	\$0
		Teachers being able to attend other NgSS related PD at surrounding institutions (other schools, NKU etc.)	Evidence of info being shared in PLC's	Every other week PLC Meetings	\$500 PD funds
		Field Trips to Boone County Conservation District as well as arranged visits from local science organizations. Involvement in 4H projects.	Field trips, visits completed.	Weekly notes in staff email	\$200 General Activity.
	KCWP 5: Design, Align and Deliver Support	Develop STEM curriculum and lab/Makerspace for STEM special.	Lesson plans created, Assessments created.	Every other week PLC Meetings	\$2000 SBDM funds
	KCWP 6: Establishing Learning Culture and Environment	STEM teacher takes lead on NgSS on implementation through the school	PLC/PD minutes	Every other week PLC Meetings	\$0
	KCWP2: Design and Deliver Instruction	Use of Mystery Science in general ed classroom.	Monitored online use	Monthly email report	\$1000 (SBDM)
	KCWP2: Design and Deliver Instruction	Science Leadership Support Network	Instructional Resource Teacher and 2 classroom teachers involvement – report back at PLCs	Every other week PLC Meetings	\$2500 (District)
	KCWP2: Design and Deliver Instruction	Navigating Elementary Science Teaching & Learning	STEM teacher attend 6 sessions, report back to principal	Monthly Specials PLC	\$0

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: By May 2023, students identified as economically disadvantaged will increase in proficient/distinguished percentage from 40% to 43% in reading and 31% to 35% in math.	KCWP 5: Design, Align and Deliver Support KCWP 3: Design and Deliver Assessment Literacy	All regular education classrooms deliver tier I and II instruction within the regular allotted school day for reading and math (whole and small group).	Progress Monitoring Data	RTI Meetings every 6 weeks	\$0
		Tier 2 Specific PD made available for teachers to help address Tier 2 needs in the classroom	Included within PD Plan	Teacher quarterly PD updates	\$250
		Short and specific reading and math fluency homework at all grade levels	Fluency and/or Comprehension Folder Checks with a common folder/binder	RTI Meetings every 6 weeks	\$0
		Meetings/increased communication with parents of students significantly below grade level (Students not in special education but in 20%ile and below) to create sense of urgency, make a plan for success and get parent on board with plan.	Communication Logs in PLP Tab. Admin in meetings to extent possible. Parent notifications sent home for entry/exit MTSS.	RTI Meetings every 6 weeks	\$0
		Identification and support of Targeted Growth Students (students that under performed on KSA compared to MAP results from the same school year.)	Improved Performance on 2023 state test.	RTI Meetings every 6 weeks	\$0
		Regular before and after school ESS for struggling students as identified by MAP as well as teacher assessments.	MAP (Survey without goals)	Quarterly ESS Time Sheets	\$2500 (ESS)
		Removal of barriers through the assistance of our Family Resource and	FRYSC Advisory Council Meeting Minutes	Every other month FRYSC Meeting	\$51,664 (FRYSC)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Youth Service Coordinator through the identifying students not having basic needs met and helping gain access to those needs.			
		Help with struggling readers and math students through our RTA (Reading to Achieve) grant, ESS Daytime Waiver, and Title 1 money used to employ to certified positions.	RTI Meetings/Progress Monitoring	RTI Meetings every 6 weeks	\$48000 (RTA) \$100,667 (Title 1)
Objective 2: By May 2023, students identified as receiving special education services will increase proficient/distinguished percentage from 26% to 30% in reading and 26% to 30% in math.	KCWP 5: Design, Align and Deliver Support KCWP 3: Design and Deliver Assessment Literacy	All regular education classrooms deliver tier I and II instruction within the regular allotted school day for reading and math (whole and small group).	Progress Monitoring Data	PLC Meetings every other week, monthly Special ed department meetings	\$0
		Tier 2 Specific PD made available for teachers to help address Tier 2 needs in the classroom	Included within PD Plan	Teacher quarterly PD updates	\$250
		Short and specific reading and math fluency homework nightly at all grade levels	Fluency and/or Comprehension Folder Checks with a common folder/binder	Quarter report cards	\$500
		Identification and support of Targeted Growth Students (students that under performed on KSA compared to MAP results from the same school year.)	Improved Performance on 2022 state test.	RTI Meetings every 6 weeks	\$0
		Regular before and after school ESS for struggling students as identified by MAP as well as teacher assessments.	MAP (Survey without goals)	Quarterly ESS Time Sheets	\$2500 (ESS)
		Removal of barriers through the assistance of our Family Resource and Youth Service Coordinator through the identifying students not having basic needs met and helping gain access to those needs.	FRYSC Advisory Council Meeting Minutes	Every other month FRYSC Meeting	\$51,664 (FRYSC)

4: English Learner Progress

Goal 4 (State your English Learner goal.): Our school does not have enough English Learners to have reported score for state accountability, however the district sends Title 3 money to our local coop (NKCES) to work with our ELL students. We anticipate our ELL population to increase over the next few years.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Classroom teachers w/ ELL students will receive support materials and strategies working in tandem with the Coop.	Students will have access to technology programs as recommended by the Coop.	Students have access to Lexia	Student growth in command of English language	Every other week PLC Meetings	\$2000 SBDM
	Teachers will implement specific strategies in the classroom to support English language learners as recommended by the Coop.	Native language signage and vocab terms in classrooms	Visible signage in different classrooms and around the school.	Monthly Walkthrough Documentation	\$0
		Classroom exercises to help with language learning	Noted in observation or walkthrough supports put in place.	Monthly Walkthrough Documentation	\$0
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the 2025-2026 school year, our Quality of School Climate and Safety Survey Index score will be 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, WVES Climate Index Score will increase from 80.3 to 85.	KCWP 6: Establishing Learning Culture and Environment	Implementing school-wide CASEL SEL instruction	Weekly class lessons given by school counselor.	Weekly lesson notes	\$500 (SBDM Counselor Funds)
			Small group instruction provided by school counselors for students identified w/ SEL needs by teachers and/or parents.	Weekly Small group notes	\$0
		Continued implementation of school-wide PBIS behavior plan	Collection of Big 3 Tickets and prizes, lunchroom monitoring competitions	Daily & Monthly prizes	\$250 (Student Activities)
		MTSS behavior support team for students in Tier 2 and tier 3 behavior interventions.	Meeting notes	MTSS Behavior Meetings every 6 weeks	\$0
Objective 2: By May 2023, WVES Safety Index Score will increase from 75.2 to 80.	KCWP 6: Establishing Learning Culture and Environment	Implementing school-wide CASEL SEL instruction	Weekly class lessons given by school counselor.	Weekly lesson notes	\$500 (SBDM Counselor Funds)
			Small group instruction provided by school counselors for students identified w/ SEL needs by teachers and/or parents.	Weekly Small group notes	\$0
		Continued implementation of school-wide PBIS behavior plan	Collection of Big 3 Tickets and prizes, lunchroom monitoring competitions	Daily & Monthly prizes	\$250 (Student Activities)

Goal 5 (State your climate and safety goal.): By the 2025-2026 school year, our Quality of School Climate and Safety Survey Index score will be 85.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MTSS behavior support team for students in Tier 2 and tier 3 behavior interventions.	Meeting notes	MTSS Behavior Meetings every 6 weeks	\$0

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
<p>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:</p>
Identification of Critical Resources Inequities:
<p>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:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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:</p>
<p>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.</p>

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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