

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: Increase the reading scores on KSA for Lewis County Central Elementary School from 39% proficient/distinguished to 50% proficient/distinguished by 2024 and math scores on KSA from 33% proficient/distinguished to 50% proficient/distinguished by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to Increase the reading scores on KSA for Lewis County Central Elementary School from 39% proficient/distinguished to 50% proficient/distinguished by 2024.	Design and Deploy Standards Needs Assessment	Ensure curricular alignment reviews are an on-going action of the PLC’s planning process. Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Mastery is defined as 80% of students scoring 80% on the assessment	Responsible: Classroom teachers, Principal, Success: Pacing Guides, Walkthrough data	Weekly and monthly	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Responsible: Classroom teachers, Principal, Success: PD Agendas, Pacing Guides	Weekly and monthly	
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Responsible: Classroom teachers, Principal, Success: Pacing Guides, Assessment tracking sheets	Weekly and monthly	
Objective 2: Increase math scores on KSA from 33% proficient/distinguished to 50% proficient/distinguished by 2024.		Assess the effectiveness of math materials that were purchased for core instruction for K-6 (Go Math) and RTI instruction (Do the Math).	Responsible: Classroom teachers, Principal, Success: iReady results, classroom benchmark assessments and state testing.	Weekly and monthly	

Goal 1: Increase the reading scores on KSA for Lewis County Central Elementary School from 39% proficient/distinguished to 50% proficient/distinguished by 2024 and math scores on KSA from 33% proficient/distinguished to 50% proficient/distinguished by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction Needs Assessment	Ensure congruency is present between standards, learning targets, and assessment measures. Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed using Bloom’s Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards	Responsible: Classroom teachers, Principal, Success: Grade level meeting agendas, formative assessment data, iReady data	Weekly and monthly	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. The district has hired a program consultant to provide on-going professional learning in writing. Consultant will provide strategies for teachers to use to improve student writing	Responsible: Classroom teachers, Principal, Success: PD calendar, ELA assessment results	Weekly and monthly	
		. Create formative and summative assessments that are aligned to standards. Teaching staff will meet to analyze student evidence and learning to determine instructional improvements	Responsible: Classroom teachers, Principal, Assistant Principal Success: Classroom assessment data and assessments	Weekly and monthly	
		The school will assess the success of ELA trainings by Angela Hilterbrand to determine if students are being successful	Responsible: Kindergarten teachers, Principal Success: Kindercamp sign-in sheets, Brigance data	Weekly and monthly	

Goal 1: Increase the reading scores on KSA for Lewis County Central Elementary School from 39% proficient/distinguished to 50% proficient/distinguished by 2024 and math scores on KSA from 33% proficient/distinguished to 50% proficient/distinguished by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Central Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Responsible: Kindergarten teachers, Principal, Success: Completed Brigance data	Beginning of the year	

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

Goal 2 Increase the combined science, social studies and writing score from 61.4 to 70 by May 2023. Increase the percent of P/D to 50% in all categories.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the combined science, social studies and writing score from 61.4 to 70 by May 2023.	Design and Deploy Standards Needs Assessment	Ensure curricular alignment reviews are an on-going action of the PLC’s planning process. Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Mastery is defined as 80% of students scoring 80% on the assessment	Responsible: Classroom teachers, Principal, Success: Pacing Guides, Walkthrough data	Weekly and monthly	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Responsible: Classroom teachers, Principal, Success: PD Agendas, Pacing Guides	Weekly and monthly	
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Responsible: Classroom teachers, Principal, Success: Pacing Guides, Assessment tracking sheets		
Objective 2 Increase the percent of P/D to 50% in all categories.	Design and Deliver Instruction Needs Assessment	Assess the effectiveness of science and social studies materials that were purchased for core instruction for K-6.		Weekly and monthly	
		Ensure congruency is present between standards, learning targets, and assessment measures. Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed		Weekly and monthly	

Goal 2 Increase the combined science, social studies and writing score from 61.4 to 70 by May 2023. Increase the percent of P/D to 50% in all categories.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		using Bloom’s Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards			
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. The district has hired a program consultant to provide on-going professional learning in writing. Consultant will provide strategies for teachers to use to improve student writing		Weekly and monthly	
		. Create formative and summative assessments that are aligned to standards. Teaching staff will meet to analyze student evidence and learning to determine instructional improvements		Weekly and monthly	

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
Reduce Novice percentages in students with disabilities in Math and Reading to 35% by May 2024.	Design and Deploy Standards Needs Assessment	Ensure curricular alignment reviews are an on-going action of the PLC's planning process. Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Mastery is defined as 80% of students scoring 80% on the assessment	Responsible: Classroom teachers, Principal, Success: Pacing Guides, Walkthrough data	Weekly and monthly	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Responsible: Classroom teachers, Principal, Success: PD Agendas, Pacing Guides	Weekly and monthly	
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Responsible: Classroom teachers, Principal, Success: Pacing Guides, Assessment tracking sheets	Weekly and monthly	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Increase Proficient/Distinguished percentages in students with disabilities in Math and Reading to 25% by May 2024.</p>	<p>Design and Deliver Instruction Needs Assessment</p>	<p>Ensure congruency is present between standards, learning targets, and assessment measures. Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed using Bloom’s Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards</p>	<p>Responsible: Classroom teachers, Principal, Success: Grade level meeting agendas, formative assessment data, iReady data</p>	<p>Weekly and monthly</p>	
		<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. The district has hired a program consultant to provide on-going professional learning in writing. Consultant will provide strategies for teachers to use to improve student writing</p>	<p>Responsible: Classroom teachers, Principal, Success: PD Agendas, Pacing Guides</p>	<p>Weekly and monthly</p>	
		<p>. Create formative and summative assessments that are aligned to standards. Teaching staff will meet to analyze student evidence and learning to determine instructional improvements</p>	<p>Responsible: Classroom teachers, Principal, Assistant Principal Success: Classroom assessment data and assessments</p>	<p>Weekly and monthly</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

No English Learner students at this time.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5: Increase School Climate and Safety score from 78.5 to 90 by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Teach the importance of good character to each student in the building.	Establish Learning Culture and Environment	Teach Second Steps lessons in all grades weekly.	Responsible persons: Guidance Counselors and Principal	Weekly and Monthly	
Encourage students to attend school.		Implement an attendance incentive school wide to reinforce that students are wanted and needed at school.	Responsible persons: Guidance Counselors and Principal	Weekly and monthly	

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?</p> <p>Response: School leadership will collaborate with classroom and special education teachers to ensure a process to monitor student achievement progress throughout the year. Intervention plans will be developed and monitored in a timely manner. Adjustments to the plan will be made based on student data and teacher observation.</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.</p> <p>Response: All stakeholders will review allocation and use of materials provided by school leadership. Any inequities will be identified and addressed through collaboration with the district level special education department.</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.</p> <p>Response: Learning culture was reviewed by the school leadership team to determine causes for underperformance. It was determined that a high number of FMD students from all district schools are concentrated at Central Elementary. This increases the number of special needs students at LCCE.</p>
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: Improvement in both reading and math must be achieved to be moved from TSI. The use of iReady assessment and targeted lessons will be utilized. Simple Solutions in reading and math will be used. Individual targeted instruction will be used by Special Education teachers to increase student achievement. Monthly checks will be done to monitor progress of students with disabilities.

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
Continue use of LEXIA CORE 5 Reading	Hurwitz, L.B., & Vanacore, K.P. (2020). Impact of the Lexia® Core5® Reading program on students with reading and language impairments. Concord, MA: Lexia Learning Systems LLC, a Rosetta Stone company.	<input checked="" type="checkbox"/>
Continue SFA- Fast Track Phonics for Primary Students	Borman, G. D., Slavin, R. E., Cheung, A. C. K., Chamberlain, A. M., & al, et. (2007). Final reading outcomes of the national randomized field trial of Success for All. <i>American Educational Research Journal</i> , 44(3), 701–731.	<input checked="" type="checkbox"/>
Continue use of Second Steps school wide	Sullivan, T. N., Sutherland, K. S., Farrell, A. D., & Taylor, K. A. (2015). An evaluation of Second Step: What are the benefits for youth with and without disabilities? <i>Remedial and Special Education</i> , 36(5), 286-298.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>

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

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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