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

- o   Postsecondary Readiness
- o   Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): To exceed the state mean in Reading and Mathematics, as well as outperform the three Elementary Schools which border Laurel Elementary geographically to maintain and improve enrollment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Laurel Elementary 3rd through 6th grade students will increase Proficient/Distinguished performance to 70% in the content area of Reading by 2025	IREADY Reading Implementation grades k-6.	Minimum of 45 on task per week, in Reading.	Percent Benchmark and Growth in Reading as determined by the IREADY program	Students, Teachers, and Administration will progress monitor Student growth and achievement. If physically possible, baseline will be given in August, and measured twice Before the end of the year.	Lewis County School District.
	Angela Hildebrandt reading and writing strategies.	Implementation of Reading and Writing Strategies during core reading instruction.	Performance on Reading assessments and writings.	Monitored weekly, and reported weekly during Dept. meetings.	Lewis County School District.
	IREADY Standards Mastery And Reading Tests.	Facilitate District prepared tests as prescribed on most weeks of the fall and spring semester	Measure of content mastered and Deficient. Deficiencies will be addressed by Mrs. Burton weekly.	Monitored weekly, and reported in dept. meetings.	Lewis County School District.
Objective 2 Laurel Elementary 3rd through 6th grade students will increase Proficient/Distinguished performance to 60% in the content Area of Mathematics by Spring 2025	IREADY Mathematics implementation.	Minimum of 45 minutes on task for Mathematics per week. Goal of 3 developmental skills per week.	Percent benchmark and growth as determined by IREADY Program.	Monitored weekly, and reported in department meetings.	Lewis County School District
	IREADY Standards Mastery assessments.	Formative and summative progress checks.	80% mastery, or reteach.	Monitored at the district and school level.	Lewis County School District
	Think Central Mathematics	Weekly assigned activities to 6th graders/pre LES graduates	70% mastery or higher.	Monitored by Mrs. Routt.	Lewis County School District.

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

Goal 2 (State your science, social studies, and writing goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 In the Content Area of Science increase Distinguished (0%) and maintain Novice elimination (0%)	Implement Simple Solutions Science Books grades 3-6	Complete activities for remediation and enrichment	80% accuracy	Mr. Sullivan. Checked weekly during Dept. meetings.	LC School District.
Objective 2 Increase Distinguished percentage (0%), and eliminate Novice percentage entirely in Social Studies.	Implement Simple Solutions Social Studies books grades 3-6.	Complete assigned topics and complete independently.	80% accuracy	Mr. Sullivan and Mrs. Applegate (3rd grade). Checked weekly during Dept. meetings.	LC school district

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 Improve consolidated gap group Reading by 10%	Continue implementation I ready Reading	Work on student level lessons	70% or greater	Weekly	LC School District
	Progress monitoring Fall, Winter and Spring	IREADY Fall, Winter, and Spring Testing	Meet individual growth benchmarks.	3 times per week.	LC School District.
Objective 2 Improve consolidated gap group Math Proficient and Distinguished percentage By 10%	Continue Implementation of IREADY Math	Work on Student level mathematic lessons.			LC School District
	Implement ALEKS Math quicktables for grades 3-4 students and all students with IEPS	Pretest and complete path to master	100 percent of third and fourth graders demonstrate mastery/automaticity of math facts (* and /).	3 times per week	LES Instructional Fund
Objective 3 Eliminate consolidate gap group in Social Studies	Implement Smart Solutions	Students will complete Simple Solutions books in Social Studies grades 3-6.	80% accuracy	Monitored my Mrs. Applegate and Mr. Sullivan.	LC School District

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): Laurel Elementary goal with English Learners will be to empower them to overcome obstacles and exceed expectations, in the event we ever have any. Currently we have NO ELL students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The Home Language Survey is included in the enrollment packet for Lewis County Schools.	KCWP 4: Review, Analyze, and Apply Data	Enrollment, Identification, and Initial Placement of ELLs The Home Language Survey identifies students whole first language is not English.	Home Language Survey	Home Language Survey	0.00
	KCWP 5: Design, Align, and Deliver Support	Administration and teachers will work collaboratively to continually improve the ELL system for all students. English Instruction/Immersion to English Language Learners through collaboration and professional development. The school will provide pull-out resource time or after-school tutoring for students who are in the beginning stages of English development.	Grade Reports Common Assessments Benchmark Assessments (if applicable) Teacher/Student/Parent Input	Collect and Record Data Each Grading Period Common Assessments Benchmark Assessments (if applicable) Listening, Speaking, Reading, Writing Skills Teacher/Student/Parent Input	0.00
Objective 2: Upon receiving the Home Language Survey, the District ELL Coordinator makes arrangements to administer the WIDA Screener to the ELL students.	KCWP 4: Review, Analyze, and Apply Data	Exited EL students are monitored for four years after meeting the Kentucky requirements for English proficiency	Grade Reports Common Assessments Benchmark Assessments (if applicable) Teacher/Student/Parent Input	Collect and Record Data Each Grading Period Common Assessments Benchmark Assessments (if applicable) Listening, Speaking, Reading, Writing Skills Teacher/Student/Parent Input	0.00

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Reemphasize empowerment and mutual respect when addressing student body.	Model Respectful and responsible behavior.	Treat students as young men and women, not kids.	Less frequent Discipline referrals.	Principal will check in real time, DAILY!	N/A
	Inquire/Request instead of command where applicable.	Give students choice in assignments.	Student ownership of assignments, accomplishments and education.	Principal will check daily.	N/A
Objective 2 Teachers make five positive parent contacts per week.	Accentuate the positive.	Always begin and end with positives when communicating with students and stakeholders.	Mutual Respect and support from all stakeholders	Discuss every Tuesday during Dept. planning.	N/A
	Acknowledge student achievement as the accomplishment of the student.	Recognize all academic accomplishments as "the responsibility of student attitude, aptitude, and effort."	Student empowerment, and celebration.	Weekly announcements of student accomplishments.	N/A

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response: **Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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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:**

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