

1. 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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. Novice Reduction. We must aggressively pursue Novice reduction, which is largely a product of Covid and new enrolled students impacted by Covid and return from Home School.
2. Growth amongst Apprentice population into benchmark. 25 percent of our students missed benchmark in reading by one category, as did 28% of our tested math students.
3. 71.4% of our students scored apprentice in Science, in light of no 4th graders benchmarking.

Processes, Practices, or Conditions to be addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. Fidelity to Ready Common Core (Iready)
2. Fidelity to District Writing consultant.
3. Fidelity to Go Math Program
4. Fidelity to the academic, social, and emotional needs of our student body.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Medium	Declined Significantly (Partly because they were so high the last accountability cycle).
State Assessment Results in science, social studies and writing	Suppressed	Suppressed
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	High	Declined
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

<p>Goal: By 2026 Laurel Elementary will be the highest achieving Elementary school amidst any local or out of county school that neighbors it. This includes any Lewis County elementary school, or any bordering elementary school in Carter County or Rowan County.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Empower students of Southeastern Lewis County to overcome obstacles (academic and social), and exceed expectations.</p>	<p>Commit daily to the growth of each individual student from their current level, towards benchmark and beyond.</p>	<p>lready testing achievement and growth, in preparation for state assessment.</p>	<p>Student growth towards, and achievement at grade level in ALL SUBJECTS.</p>	<p>Progress monitoring throughout the school year, and honest discussions about and with students.</p>	<p>Title I, District, and Laurel Elementary General fund.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1: Laurel Elementary, by the 2026-2027 accountability cycle, will benchmark in future ACT subjects at an 80% rate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Laurel Elementary Students will benchmark at a 65% rate in the Reading.	Iready Common Core Fidelity	Daily introduction, reinforcement, and mastery.	70%	Principal	District
	Grade Level simple solutions for reinforcement and mastery	Remediation and mastery of various Reading, writing, and English skills.	Graded on traditional school grade scale.	Daily	District
	Individualized Iready student grade level instruction 45 minutes per week	Student level diagnostic based instruction, with the goal of introduction, reinforcement, and mastery.	70%	Weekly	District
Objective 2 Laurel Elementary Students will benchmark at a rate of 65% in Mathematics.	Go Math grade level fidelity	Daily introduction, reinforcement, and mastery in Mathematical concepts and skills.	70%, traditional grade scale.	Daily/weekly/grade term.	District
	Simple solutions remediation and reinforcement	Remediation in arithmetic, geometry, algebra, graphing, and application.	80% is the fundamental goal	Weekly	District
	Individualized Iready student grade level instruction 45 minutes per week.	Student level diagnostic based instruction, with the goal of introduction, reinforcement, and mastery in Mathematics.	2 math skills per week mastered.	Daily/Weekly	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
Laurel Elementary Social Studies Students will benchmark at a 60% rate in Science during the 2023-2024 testing cycle.	1 inquiry based problem per week.	Text based History, Cultural, economic, and geography prompts based on explicit state standards.	70% mastery	Mr. Sullivan	N/A
	Implementation of Simple solution activities.	Independent and text based activities across all of the social sciences at Grade level.	Traditional grade scale, with goal of 80%	Mr. Sullivan and intervention teacher.	District/Title I
	Application of Social Studies in writing class.	Promotion of Social studies in writing class	Goal of 70%, with an emphasis of synthesis.	Mr. Sullivan, Mrs. Burton	District
Students will benchmark at a rate of 55% in Writing, and improved upon the content index of 77.5	Typing.com	Students will type every day, to achieve confidence	Increase words per minute daily	Mrs. Burton	N/A

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the schools 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 the percent benchmark of Boys in Reading and Math by 10% during the 2023-2024 assessment year	Iready Common Core Fidelity	Weekly introduction, reinforcement, and mastery in Reading and Mathematics.	70% Mastery	Principal	District
	Go Math Fidelity at Grade Level.	Daily activities/Word problems that measures reasoning in both Reading and Math.	70% Mastery	Mrs. Routt, Principal	District
	Daily Practice	Simple solutions activities in both Reading and Math, as well as Science and Social Studies to reinforce applied math and reading.	Traditional grade scale, with goal of 80%	Mrs. Routt, Mrs. Burton, Mr. Sullivan.	District
Objective 2: Increase the percent benchmark of girls in Reading and Math by 10% during the 2023-2024 assessment year.	Iready Common Core Fidelity	Weekly introduction, reinforcement, and mastery in Reading and Mathematics.	70% Mastery	Mrs. Routt, Mrs. Burton, Principal	District
	Go Math Fidelity at Grade Level.	Daily activities/Word problems that measures reasoning in both Reading and Math.	70% Mastery/Traditional grade scale.	Mrs. Routt, Principal	District
Objective 3: Increase the percent benchmark by boys	Emphasize reading at Grade level, as it relates to Science	Increase Rigor to grade level	70% Mastery at Grade Level.	Mr. Sullivan, Principal	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
and girls by 50% (yes fifty) in the category of Science.	Emphasize performing Math at Grade level, as it relates to Science.	Promote numeracy and standard unit of measurement(s) is acquisition of evidence	Traditional Grade scale at grade level.	Mr. Sullivan	District
	Emphasize Inquiry	Promote that evidence is both literary and numeric....and the foundation of thesis/opinions.	Short answer at a 2, or ER at a 3.	Mr. Sullivan	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
N/A					
N/A					

5: Quality of School Climate and Safety

Goal: To improve to the highest level/ranking in this category, by ultimately focusing everything on student achievement and growth.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Recognize positive academic, social, and behavioral accomplishments of our students.	PBIS	Positive Notes	Brag Board	Principal, Certified and Classified Staff	LES General Fund
	Announcements via students over intercom.	Announcements via students via intercom.		All faculty and students.	N/A
	Emphasize the golden rule when it's personified.	Acknowledge and recognize students when they go above and beyond in behavior and/or action.		Administration, Certified and Classified staff.	N/A
Incorporate LC Schools "Portrait of a Lion."	Promote the Six Characteristics of being a Lion	Introduce and Reinforce the six characteristics of "Being" a Lion		All Faculty	District

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:</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:</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:</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?</p> <p>Response:</p>
<p>Complete the table on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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:

CSI Evidence-based Practices

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