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.

- 34% of 5th grade students scored below proficient on the Kentucky Summative Assessment in social studies.
- 23% of 5th grade students scored below proficient on the Kentucky Summative Assessment in writing.
- 22% of 7th graders and 30% of 8th graders scored below proficient on the Kentucky Summative Assessment in math.
- 56% of elementary students and 44% of middle school students believe, "Bullying is a problem at this school" as reported on the Quality of School Climate and Safety Survey.

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.

- KCWP1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 6: Establishing Learning Culture and Environment

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	- Elementary: Very High - Middle: Very High	- Elementary: Increased - Middle: Increased
State Assessment Results in science, social studies and writing	- Elementary: Very High - Middle: Very High	- Elementary: Declined - Middle: Increased
English Learner Progress	NA	NA
Quality of School Climate and Safety	- Elementary: High - Middle: High	- Elementary: Maintained - Middle: Declined

1: State Assessment Results in Reading and Mathematics

Goal 1

Content	Current Status		Short Term Goal		Long Term Goal	
	Elementary Students Achieving Proficiency in 2023 (Goal)	**Middle Students Achieving Proficiency in 2023 (Goal)**	**Elementary Students Achieving Proficiency by 2027**	**Middle Students Achieving Proficiency by 2027**	**Elementary Students Achieving Proficiency by 2032**	**Middle Students Achieving Proficiency by 2032**
Reading	82% (90.6%)	91% (88.6%)	92.5%	90.9%	94.9%	93.8%
Math	86% (88.8%)	79% (82.5%)	91.1%	86%	93.9%	90.4%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading 91.1 percent of elementary students and 89.2 percent of middle school students are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2024.	KCWP 1: Design and Deploy Standards	Complete LETRS modules	Increased Proficiency in Reading	• Extra Service Contracts • Module Completion Reports	Title 1
		Monitor implementation of HQIR (Amplify)		• Instructional Walkthroughs • PLC Minutes - vertical	NA
		Develop ELA curriculum maps		• Curriculum Documents	General Fund / PD
	KCWP2: Design and Deliver Instruction	Increase teacher knowledge and use of evidence-based student engagement strategies.		• Professional Development Log • Instructional Walkthrough • PLC Minutes – horizontal • Analysis of data from ELEOT (Effective Learning Environments Observation Tool) • Analysis of AdvanceEd Stakeholder Feedback Surveys	General Fund / PD
		Utilize "lab classrooms" for teachers to engage in action research.			
		Implement school-wide learning walks.			
Objective 2: Math 89.4 percent of elementary students and 83.4 percent of middle school students are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2024.	KCWP 1: Design and Deploy Standards	Consider HQIR resource to adopt / implement in SY25-26	Increased Proficiency in Math	• Adoption Committee Mtg. Minutes	General Fund/Textbook
		Attend NCTM Conference		• Presentation and support of APS math teachers	General Fund/PD
	KCWP2: Design and Deliver Instruction	Increase teacher knowledge and use of evidence-based student engagement strategies.		• Professional Development Log • Instructional Walkthrough	General Fund/PD

		Utilize "lab classrooms" for teachers to engage in action research.		• PLC Minutes – horizontal • Analysis of data from ELEOT (Effective Learning Environments Observation Tool) • Analysis of AdvanceEd Stakeholder Feedback Surveys
		Implement school-wide learning walks.		

2: State Assessment Results in Science, Social Studies and Writing

Goal 2

Content	Current Status		Short Term Goal		Long Term Goal	
	Elementary Students Achieving Proficiency in 2023 (Yearly Goal)	Middle Students Achieving Proficiency in 2023 (Yearly Goal)	Elementary Students Achieving Proficiency by 2027	Middle Students Achieving Proficiency by 2027	Elementary Students Achieving Proficiency by 2032	Middle Students Achieving Proficiency by 2032
Science	70% (74.3%)	76% (59.1%)	79.4%	67.3%	85.9%	77.5%
Social Studies	66% (89.3%)	81% (90.6%)	91.4%	92.5%	94.1%	94.9%
Writing	77% (82.2%)	88% (74.9%)	85.7%	79.9%	93.9%	90.4%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Science 75.6 percent of elementary students and 61.1 percent of middle school students are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2024.	KCWP 1: Design and Deploy Standards	Monitor implementation of Open SciEd units	Increased Proficiency in Science	• Instructional Walkthroughs • PLC Minutes – Vertical • Professional Development Log • Think CERCA Usage Reports	NA
		Investigate use of OpenScieEd units in 4th & 5th grades			NA
		Purchase additional OpenSciEd units			General Fund/Textbook/Inst Resource
		Attend OpenSciEd kick-off training			General Fund/PD
		Utilize Think CERCA units			General Fund/PD
	KCWP2: Design and Deliver Instruction	Increase teacher knowledge and use of evidence-based student engagement strategies.		• Professional Development Log • Instructional Walkthrough • PLC Minutes – horizontal • Analysis of data from ELEOT (Effective Learning Environments Observation Tool) • Analysis of AdvanceEd Stakeholder Feedback Surveys	General Fund/PD
		Utilize "lab classrooms" for teachers to engage in action research.			
		Implement school-wide learning walks.			
Objective 2: Social Studies 89.8 percent of elementary students and 91.1 percent of middle school students are expected to be proficient or above on the Kentucky	KCWP 1: Design and Deploy Standards	Develop SS Curriculum Maps	Increased Proficiency in Social Studies	• PLC Minutes - vertical	General Fund/PD
		Utilize Think CERCA units		• Think CERCA usage reports	General Fund/PD
	KCWP2: Design and Deliver Instruction	Attend professional development sessions focused on the "inquiry model" to SS instruction		• Professional Development log	General Fund/PD

Goal 2

Content	Current Status		Short Term Goal		Long Term Goal	
	Elementary Students Achieving Proficiency in 2023 (Yearly Goal)	Middle Students Achieving Proficiency in 2023 (Yearly Goal)	Elementary Students Achieving Proficiency by 2027	Middle Students Achieving Proficiency by 2027	Elementary Students Achieving Proficiency by 2032	Middle Students Achieving Proficiency by 2032
Science	70% (74.3%)	76% (59.1%)	79.4%	67.3%	85.9%	77.5%
Social Studies	66% (89.3%)	81% (90.6%)	91.4%	92.5%	94.1%	94.9%
Writing	77% (82.2%)	88% (74.9%)	85.7%	79.9%	93.9%	90.4%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Summative Assessment in the spring of 2024.		Increase teacher knowledge and use of evidence-based student engagement strategies.		- Professional Development Log - Instructional Walkthrough - PLC Minutes – horizontal - Analysis of data from ELEOT (Effective Learning Environments Observation Tool) - Analysis of AdvanceEd Stakeholder Feedback Surveys	General Fund/PD
		Utilize "lab classrooms" for teachers to engage in action research.			
		Implement school-wide learning walks.			
Objective 3: Writing 83.1 percent of elementary students and 76.2 percent of middle school students are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2024.	KCWP2: Design and Deliver Instruction	Increase teacher knowledge and use of evidence-based student engagement strategies.	Increased Proficiency in Writing	- Professional Development Log - Instructional Walkthrough - PLC Minutes – horizontal - Analysis of data from ELEOT (Effective Learning Environments Observation Tool) - Analysis of AdvanceEd Stakeholder Feedback Surveys	General Fund/PD
		Utilize "lab classrooms" for teachers to engage in action research.			
		Implement school-wide learning walks.			
	KCWP4: Review, Analyze & Apply Data	Utilize a Writing Screener to determine students in need of intervention.		- MTSS Tiered student lists - Think CERCA Usage Reports	General Fund

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).

Goal 3

Content	Current Status		Short Term Goal		Long Term Goal	
	Elementary Students w/Disabilities Achieving Proficiency in 2023 (Goal)	Middle Students w/Disabilities Achieving Proficiency in 2023 (Goal)	Elementary Students w/Disabilities Achieving Proficiency by 2027	Middle Students w/Disabilities Achieving Proficiency by 2027	Elementary Students w/Disabilities Achieving Proficiency by 2032	Middle Students w/Disabilities Achieving Proficiency by 2032
Reading	62% (77.3)	58% (50.5)	81.8%	60.4%	87.5%	72.8%
Math	69% (62.1)	50% (17.4)	69.7%	33.9%	79.2%	54.6%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading 78.4 percent of elementary students with disabilities and 52.9 percent of middle school students with disabilities are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2024.	KCWP2: Design and Deliver Instruction	Implement e co-teaching models and offer training in various methods such as stations, parallel teaching, 1 teach/1 assist, 1 teach/1 observe, teaming and alternate teaching Utilize "lab classrooms" for teachers to engage in action research.	Increased proficiency in reading	• Instructional walkthroughs • Professional Development log	General Fund / Professional Development
Objective 2: Math 64 percent of elementary students with disabilities and 21.5 percent of middle school students with disabilities are expected to be proficient or above on the Kentucky Summative Assessment in the spring of 2024.	KCWP2: Design and Deliver Instruction	Implement e co-teaching models and offer training in various methods such as stations, parallel teaching, 1 teach/1 assist, 1 teach/1 observe, teaming and alternate teaching Utilize "lab classrooms" for teachers to engage in action research.	Increased proficiency in math	• Instructional walkthroughs • Professional Development log	General Fund / Professional Development

4: English Learner Progress

Goal 4: Not Applicable

5: Quality of School Climate and Safety

Goal 5

Create and sustain a school-wide, systemic effort to prevent bullying and increase acceptance of differences. Long Term goals for improvement in focus areas from the Quality of School Climate and Safety Survey are as follows:

Focus	Current Status		Short Term Goal		Long Term Goal	
	Elementary Students Responding Positively in 2023	Middle Students Responding Positively in 2023	Elementary Students Responding Positively by 2027	Middle Students Responding Positively by 2027	Elementary Students Responding Positively by 2032	Middle Students Responding Positively by 2032
Bullying	44%	56%	60%	66%	75%	75%
Differences	███	68%	███	71.5%	███	75%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Bullying Increase the percentage of elementary students who respond positively to the statement, "Students being mean or hurtful to other students is NOT a problem at this school" to 47 percent and middle school students who respond positively to the statement, "Bullying is NOT a problem at this school" to 51 percent.	KCWP 6: Establish Learning Culture and Environment	Implement school-wide PBIS plan	Improved results on the Quality of School Climate and Safety Survey: **Bullying** focus statements.	Analysis of survey data	NA
		Offer school-wide presentation/guest speakers		Analysis of office discipline referrals	NA
		Utilize high yield behavior MTSS practices		Agendas and minutes from PBIS and MTSS meetings	NA
		Provide bully prevention lessons through tier 1 school counselor sessions, as well as tier 2 and tier 3 work		School counselor lesson plans	Hire additional school counselor
Objective 2: Differences Increase the percentage of middle school students who respond positively to the statement, "Students from this school respect each other's differences" to 69 percent.	KCWP 6: Establish Learning Culture and Environment	Utilize instructional resources	Improved results on the Quality of School Climate and Safety Survey: **Differences** focus statements.		

6: Postsecondary Readiness (High School Only)

7: Graduation Rate (High School Only)

8: Other (Optional)

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