

## 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 school goals include the following:
  - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> 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 funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1 HLOE will Increase the average combined Reading and Math proficient and distinguished scores from 70.65 to 83% by 2027 as measured by KPREP.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase in the percentage of students scoring Proficient and Distinguished in Reading from 46.4 to 53.7 by 2022.	Design and Deliver Assessment Literacy	HLOE will analyze data through PLC's.	Increased scores through STAR test reports.	June 2022	\$0
		HLOE will have administrative/grade-level team meetings to review and discuss data.	Improve and increase the proficiency benchmark with STAR scores.	June 2022	\$0
Objective 2: Increase in the percentage of students scoring Proficient and Distinguished in Math from 53.1 to 59.08 by 2022.	Design and Deliver Assessment Literacy	HLOE will analyze data through PLC's.	Increased scores through STAR test reports.	June 2022	\$0
		HLOE will have administrative/grade-level team meetings to review and discuss data.	Improve and increase the proficiency benchmark with STAR scores.	June 2022	\$0

2: Separate Academic Indicator

Goal 2: Hendron Lone Oak Elementary Third graders will increase their STAR Reading proficiency score of 75% to 81% by June 30 2027.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: HLOE will lower our combined percentage of Apprentice and Novice predicted from 53.6% to 45% in reading according to STAR KPREP predictor.	Design and Deliver Assessment Literacy	HLOE will analyze data through PLC's.	Increased scores through STAR test reports.	June 2022	\$0	
			HLOE will have administrative/grade-level team meetings to review and discuss data.			

### 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: 1 HLOE will increase the percentage of student in the economically disadvantaged group scoring proficient or distinguished in reading from 38.6% to 46% by 2022.	Design and Deliver Assessment Literacy	HLOE will have team leader meetings, professional development, parent/teacher conferences, and use PLC's.	Increase in STAR scores for economically disadvantaged students.	June 2022	\$500
		HLOE will use STAR data, qualitative academic and behavior data, RTI, TLaC strategies, and vertical alignment meetings.	Focus group progress and RTI results	June 2022	\$0
		HLOE will have social-emotional lessons to address needs for all students.	Students that participate with our counselor will spend a measurable increase of time in class vs. out of class due to a social-emotional trigger.	June 2022	\$500
Objective 2: 1 HLOE will increase the percentage of student in the economically disadvantaged group scoring proficient or distinguished in math from 32.6 to 40% by 2022.	Design and Deliver Assessment Literacy	HLOE will have team leader meetings, professional development, parent/teacher conferences, and use PLC's.	Increase in STAR scores for economically disadvantaged students.	June 2022	\$500
		HLOE will use STAR data, qualitative academic and behavior	Focus group progress and RTI results	June 2022	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		data, RTI, TLaC strategies, and vertical alignment meetings.			
Objective 3					

4: Growth

Goal 4: The percentage of students scoring novice in combined reading and math will decrease from 18.1% to 7% by 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease the percentage of student scoring novice in Reading from 26.8% to 22.84% by 2022.	Design and Deliver Assessment Literacy	HLOE will have specific differentiated reading groups focusing on GAP students with pullout programs	Increase towards benchmark scores on STAR test.	June 2022	\$0
Objective 2: Decrease the percentage of student scoring novice in Math from 9.4% to 8.92% by 2022.	Design and Deliver Assessment Literacy	HLOE will have specific differentiated math groups focusing on GAP students with pullout programs	Increase towards benchmark scores on STAR test.	June2022	\$0

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					



6: Graduation Rate

Goal 6 (State your graduation rate 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:

<b>Components of Turnaround Leadership Development and Support:</b>
<b>Consider:</b> 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? <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>

**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? 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.

**Response:**

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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**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:**

### 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.

### 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) 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 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 [“Documenting Evidence under ESSA”](#) 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.

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