

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 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 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: Collaborate with district administration, staff, students, families and SBDM to increase the percentage of students scoring proficient and distinguished in reading and math from their 2020-2021 levels as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school improvement process (KCWP 1, 2, 3, 4, 5, 6)	EES Instructional/Assessment Review Process/Walk-throughs unique to priorities at Miles.	Assessment Data (district and state)	Progress monitored and reviewed annually for effectiveness	\$0
		Development and implementation of our School Professional Learning Plan.	Assessment Data (district and state)	Progress monitored and reviewed annually for effectiveness	\$0
	Vertical and Horizontal Planning and Alignment of Standards and Curriculum (KCWP 1, 2, 3)	Teachers, instructional coaches and principals will ensure that the current curriculum is utilized by all teachers. That is, aligned to Kentucky Core Academic Standards (KAS), support the learning targets (objectives), instruction and assessment, paced with accuracy.	Revised pacing guides and common assessments, standard tracking document	Pacing Guide/Assessment Notes, will be reviewed annually for adjustments	\$0
		Dedicated and intentionally planned time during Professional Learning and PLC days for the vertical and grade level alignment of curriculum	Assessment Data (district and state)	Progress monitored and reviewed annually for effectiveness	\$0
		Professional Learning Communities (KCWP 5, 6)	School-wide PLC's with a focus on student achievement	Assessment Data (district, state, and school) PLC Meeting Agenda/Minutes	Progress monitored and reviewed annually for effectiveness
		MTSS Meetings – The School-wide MTSS team will meet regularly (every 20 instructional days) to analyze student progress	Assessment Data (district, state, and school)	MTSS Team and grade level teachers will monitor progress monthly and annually review our MTSS process for effectiveness	\$0

Goal 1: Collaborate with district administration, staff, students, families and SBDM to increase the percentage of students scoring proficient and distinguished in reading and math from their 2020-2021 levels as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Instructional Delivery (KCWP 2, 3, 4, 5)		MTSS Meeting Agenda/Minutes		
		Teachers will participate in KAGAN Cooperative Learning trainings and implement structures into their lesson plans.	Lesson Plans Walk-throughs PLC Agendas	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	Kagan Training – FSCS Grant
		Teachers will monitor the learning before, during, and after instruction – formative assessments that drive instruction daily	PLC/Data Team Meetings will reflect use of assessment and results of reteaching Assessment Data (district, state, and school)	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	\$0
		Teachers will implement appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target.	Lesson Plans Walk-throughs PLC Agendas Assessment Data (district, state, and school)	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	\$0
		Teachers will work to implement instructional strategies that increase student engagement and academic discussion.	Lesson Plans Walk-throughs PLC Agendas ICLE Learner Engagement/Academic Discussion Rubrics	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	\$0

Goal 1: Collaborate with district administration, staff, students, families and SBDM to increase the percentage of students scoring proficient and distinguished in reading and math from their 2020-2021 levels as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Assessment Data (district, state, and school)		
		Peer Walk-Throughs – Teachers will participate in peer observations (both in our building and other buildings) for both their professional learning and their colleagues	Peer Observation Schedules Peer Observation Data		\$0
Objective 2 Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports (KCWP 5, 6)	School Level and District Level PBIS Meetings	PBIS Data Tier I, II, III Data PBIS Meeting Agendas/Minutes	PBIS Meetings allow us to continuously monitor progress throughout the year.	\$0
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey	PBIS Data Tier I, II, III Data PBIS Meeting Agendas/Minutes	Review annually	\$0
	The Character Effect (KCWP 5, 6)	School-wide implementation of The Character Effect	Lesson Plans		\$0

2: Separate Academic Indicator

Goal 2: Collaborate with district administration, staff, students, families and SBDM to increase the percentage of students scoring proficient and distinguished in science, social studies, and on-demand writing from their 2020-2021 levels as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school improvement process (KCWP 1, 2, 3, 4, 5, 6)	EES Instructional/Assessment Review Process/Walk-throughs unique to priorities at Miles.	Assessment Data (district and state)	Progress monitored and reviewed annually for effectiveness	\$0
		Development and implementation of our School Professional Learning Plan.	Assessment Data (district and state)	Progress monitored and reviewed annually for effectiveness	\$0
	Vertical and Horizontal Planning and Alignment of Standards and Curriculum (KCWP 1, 2, 3)	Teachers, instructional coaches and principals will ensure that the current curriculum is utilized by all teachers. That is, aligned to Kentucky Core Academic Standards (KAS), support the learning targets (objectives), instruction and assessment, paced with accuracy.	Revised pacing guides and common assessments, standard tracking document	Pacing Guide/Assessment Notes, will be reviewed annually for adjustments	\$0
		Dedicated and intentionally planned time during Professional Learning and PLC days for the vertical and grade level alignment of curriculum	Assessment Data (district and state)	Progress monitored and reviewed annually for effectiveness	\$0
	Professional Learning Communities (KCWP 5, 6)	School-wide PLC's with a focus on student achievement	PLC Meeting Agenda/Minutes	Assessment Data (district, state, and school)	Progress monitored and reviewed annually for effectiveness
MTSS Meetings – The School-wide MTSS team will meet regularly (every 20 instructional days) to analyze student progress			Assessment Data (district, state, and school)	MTSS Team and grade level teachers will monitor progress monthly and annually review our MTSS process for effectiveness	\$0

			MTSS Meeting Agenda/Minutes		
	Instructional Delivery (KCWP 2, 3, 4, 5)	Teachers will participate in KAGAN Cooperative Learning trainings and implement structures into their lesson plans.	Lesson Plans Walk-throughs PLC Agendas	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	Kagan Training – FSCS Grant
		Teachers will monitor the learning before, during, and after instruction – formative assessments that drive instruction daily	PLC/Data Team Meetings will reflect use of assessment and results of reteaching Assessment Data (district, state, and school)	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	\$0
		Teachers will implement appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target.	Lesson Plans Walk-throughs PLC Agendas Assessment Data (district, state, and school)	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	\$0
		Teachers will work to implement instructional strategies that increase student engagement and academic discussion.	Lesson Plans Walk-throughs PLC Agendas ICLE Learner Engagement/Academic Discussion Rubrics Assessment Data (district, state, and school)	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	\$0

		Peer Walk-Throughs – Teachers will participate in peer observations (both in our building and other buildings) for both their professional learning and their colleagues	Peer Observation Schedules Peer Observation Data		\$0
Objective 2 Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports (KCWP 5, 6)	School Level and District Level PBIS Meetings	PBIS Data Tier I, II, III Data PBIS Meeting Agendas/Minutes	PBIS Meetings allow us to continuously monitor progress throughout the year.	\$0
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey	PBIS Data Tier I, II, III Data PBIS Meeting Agendas/Minutes	Review annually	\$0
	The Character Effect (KCWP 5, 6)	School-wide implementation of The Character Effect	Lesson Plans		\$0

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 Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Instructional Delivery (KCWP 2, 3, 4, 5)	Teachers, instructional coaches and principals create a protocol to ensure Tier I and Tier II instructional needs are met and next steps for improvement are identified.	Development of RTI Menu for academic interventions for Tier I and Tier II	MTSS documentation for students receiving Tier I and Tier II intervention in reading or math.	\$0
		Teachers, instructional coaches and principals will ensure students have an understanding of learning expectations (e.g., posting learning targets, setting goals, communicating purpose of learning - relevance) and know the criteria for success	Instructional Walk-Throughs Peer Observations Assessment Data (state, district, and school)		\$0
		Student data tracking and goal setting – Teachers, Instructional Coach, and Principal will work with students to set individualized learning goals and track their data	Student data tracking binders/notebooks Goal setting worksheets		\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will work to implement instructional strategies that increase student engagement and academic discussion.	Lesson Plans Walk-throughs PLC Agendas ICLE Learner Engagement/Academic Discussion Rubrics Assessment Data (district, state, and school)	Instructional coach and principal will monitor progress through weekly walk-throughs, PLC meetings, and formal and informal observations.	\$0
Objective 2 Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports (KCWP 5, 6)	School Level and District Level PBIS Meetings	PBIS Data Tier I, II, III Data PBIS Meeting Agendas/Minutes	PBIS Meetings allow us to continuously monitor progress throughout the year.	\$0
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey	PBIS Data Tier I, II, III Data PBIS Meeting Agendas/Minutes	Review annually	\$0
	The Character Effect (KCWP 5, 6)	School-wide implementation of The Character Effect Provide Training for New Staff	Lesson Plans		\$0
Objective 3 Support Teachers in providing differentiated instruction and research based interventions.	Design, Align, and Deliver Support to Teachers for both academic and behavioral interventions (KCWP 5)	Teachers, instructional coaches and principals will ensure behavioral interventions are taking place and monitored to meet the needs of all students.	MTSS Meeting Minutes Walk-throughs		\$0
		Teachers, instructional coaches and principals will ensure academic interventions are taking place and monitored to meet the needs of all students.	MTSS Meeting Minutes Walk-throughs		\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers, instructional coaches, and principals will regularly monitor and evaluate instructional data to ensure high levels of student learning for ALL students.	Data Analysis Spreadsheets (State, District, and Common Assessments) PLC Meetings/Notes		\$0

4: Growth

Goal 4 (State your growth goal.): <i>Collaborate with district administration, staff, students, families and SBDM to decrease the percentage of students scoring novice in reading and math from their 2020-2021 levels as measured by state assessments.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Instructional Delivery (KCWP 2, 3, 4, 5)	Teachers, instructional coach, and principal will deconstruct standards to ensure that learning targets are congruent to the standards and are the laser focus of instruction.	PD Agenda Staff Surveys Lesson Plans Assessment Data	Progress will be monitored regularly throughout the year through walk-through data, PLC meetings, and PD days.	\$0
		Teachers, instructional coaches and principals will monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students.	Walk-Throughs PLC Meetings Assessment Data	Progress will be monitored regularly throughout the year through walk-through data, PLC meetings, and PD days.	\$0
		Teachers and interventionists will implement guided reading groups for students are reading at or below grade level (k-3) and below grade level (4-5).	Guided Reading Training Lesson Plans Walk-Throughs	Progress will be monitored regularly throughout the year through walk-through data, PLC meetings, and PD days.	Purchase of books for guided reading training
		Teachers, instructional coach, and principal will ensure a balanced assessment system (daily formative assessments, summative, benchmarks for progress monitoring).	Pacing Guides Classroom Data tracking Lesson Plans Walk-Throughs PLCs	Progress will be monitored regularly throughout the year through walk-through data, PLC meetings, and PD days.	\$0
Objective 2 Implement a System of Student and Family Supports	Community Partnerships and District Services (KCWP 6)	Cultivate and maintain Community Partnerships in support of students and families (Early Learning, Health/Wellness, Social/Emotional Well-being, College and Career Readiness, 21st Century Community Learning Centers)	Assessment Data (district, state, and school)		District Budget
		Utilize District Services in support of families and students (Special			District Budget

Goal 4 (State your growth goal.): <i>Collaborate with district administration, staff, students, families and SBDM to decrease the percentage of students scoring novice in reading and math from their 2020-2021 levels as measured by state assessments.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Education, ELL, Health, Early Learning, FiT, FRYSC, other)			
		Implementation of the MTSS process	MTSS Meeting/Minutes Instructional Walkthroughs MTSS documentation	Progress will be monitored regularly throughout the year through MTSS meetings.	

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Collaborate with early childhood education staff, preschool director, administration, staff, and SBDM to increase kindergarten readiness as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes	Student and Family Supports (KCWP 5, 6)	Summer Programming for incoming kindergarten students	% of incoming K students who attend summer programming		United Way Funds EES Funds
		Create a “Kindergarten Ready” kit for all 4 year old preschool students attending Miles.	Increase in Brigance Scores for incoming K students		FSCS Grant Funding FRYSC Parent Engagement Funds

		Collaborate with Preschool Director to hold a parent engagement night for incoming Kinder kids.	Attendance at event Increase in Brigance scores for incoming K		FSCS Grant Funding FRYSC Parent Engagement Funds
Objective 2 Implement a System of Student and Family Supports	Community Partnerships and District Services (KCWP 6)	Cultivate and maintain Community Partnerships in support of students and families (Early Learning, Health/Wellness, Social/Emotional Well-being, College and Career Readiness, 21st Century Community Learning Centers)	Assessment Data (district, state, and school)		District Budget
		Utilize District Services in support of families and students (Special Education, ELL, Health, Early Learning, FiT, FRYSC, other)			District Budget
		Implementation of the MTSS process	MTSS Meeting/Minutes Instructional Walkthroughs MTSS documentation	Progress will be monitored regularly throughout the year through MTSS meetings.	

