

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

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 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.</p>

1: State Assessment Results in reading and mathematics

Collaborate with school administration, staff, and SBDM to increase the percentage of students scoring proficient and distinguished in reading, 29% and math, 22% from their 2021-2022 levels as measured by state assessments (KSA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes Increase proficiency in reading by 10%	Focused school improvement process: (KCWP 1, 2, 3, 4, 5, 6) Tier I Instruction: Incorporate one KAGAN strategy per week	Tier I Kagan Cooperative Learning strategies / Provide coaching and feedback during Cognitive Coaching evaluation process	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$10,000 (ESSER Fund allocations)
		Tier I Instruction: Incorporate a specific reading/writing Literacy strategy per week in all content areas	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0
	Focused school improvement process: (KCWP 1, 2, 3, 4, 5, 6) Tier I Instruction: Incorporate a specific reading and writing activity each week in every content area	Provide coaching and feedback during Cognitive Coaching evaluation process	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	District level funds per Cognitive Coaching training
		Professional Development on scheduled district PD/PLC days: Content specific reading strategies for use during Tier I instruction	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0
	Professional Learning Communities and Evaluation process (Connects to KCWP 5,6)	Monthly teacher PLCs (Certified staff with admin team) and yearly district certified evaluation process including coaching and feedback	Local and state assessment data Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0

Collaborate with school administration, staff, and SBDM to increase the percentage of students scoring proficient and distinguished in reading, 29% and math, 22% from their 2021-2022 levels as measured by state assessments (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student Outcomes Increase proficiency in math by 10%	Focused school improvement process: (KCWP 1, 2, 3, 4, 5, 6) Tier I Instruction: Incorporate one KAGAN strategy per week	Tier Kagan Cooperative Learning strategies / Provide coaching and feedback during Cognitive Coaching evaluation process	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$10,000 (ESSER Fund allocations)
		Tier I Instruction: Incorporate a specific reading/writing Literacy strategy per week in all content areas	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0
	Focused school improvement process: (KCWP 1, 2, 3, 4, 5, 6) Tier I Instruction: Incorporate a specific reading and writing activity each week in every content area	Provide coaching and feedback during Cognitive Coaching evaluation process	Local and state assessment data	Progress monitored and reviewed annually for effectiveness	District level funds per Cognitive Coaching training
		Professional Development on scheduled district PD/PLC days: Content specific reading strategies for use during Tier I instruction	Local and state assessment data, and feedback from post-PLC surveys	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0
	Professional Learning Communities and Evaluation process (Connects to KCWP 5,6)	Monthly teacher PLCs (Certified staff with admin team) and yearly district certified evaluation process including coaching and feedback	Local and state assessment data, and feedback from post-PLC surveys	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0

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

Collaborate with school level stakeholders including certified staff, school administration and SBDM to increase the percentage of students scoring proficient and distinguished in science 11%, social studies 24% and combined writing 20% from the 2021-2022 levels as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Foster Continuous Growth and Improvement of Staff for Improved Student Outcomes	Focused school improvement process (KCWP 1,2, 3, 4, 5 and 6)	Tier I Kagan Cooperative Learning strategies / Provide coaching and feedback during Cognitive Coaching evaluation process	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$10,000 (ESSER Fund allocations)
		Tier I Instruction: Incorporate a specific reading/writing Literacy strategy per week in all content areas	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0
	Focused school improvement process: (KCWP 1, 2, 3, 4, 5, 6) Tier I Instruction: Incorporate a specific reading and writing activity each week in every content area	Provide coaching and feedback during Cognitive Coaching evaluation process	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	District level funds per Cognitive Coaching training
		Professional Development on scheduled district PD/PLC days: Content specific reading strategies for use during Tier I instruction	Local and state assessment data, and feedback from post-PLC surveys	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0
		Professional Learning Communities and Evaluation process (Connects to KCWP 5,6)	Monthly teacher PLCs (Certified staff with admin team) and yearly district certified evaluation process including coaching and feedback	Local and state assessment data, and feedback from post-PLC surveys	Progress monitored monthly with SBDM and reviewed annually for effectiveness
Implement a System of Student and Family Supports	Continue to foster community partnerships with	Cultivate and maintain Community Partnerships in support of students	Assessment Data (School and state),	Progress monitored monthly with SBDM and reviewed in accordance	\$5000

Collaborate with school level stakeholders including certified staff, school administration and SBDM to increase the percentage of students scoring proficient and distinguished in science 11%, social studies 24% and combined writing 20% from the 2021-2022 levels as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	school in combination with district services (KCWP 6)	and families (Health/Wellness and Social/Emotional Well-being)	evaluation feedback from partners, district and school level allocations	with grant or partnership agreements for effectiveness	

3: Achievement Gap

Increase the percentage of Hispanic and Students with a Disability (IEP) scoring proficient and distinguished in reading and math on state assessments

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Foster the Continuous Growth and Improvement of Staff for Improved Student outcomes	Focused school improvement process (KCWP 1,2, 3, 4, 5 and 6)	Tier I Kagan Cooperative Learning strategies / Provide coaching and feedback during Cognitive Coaching evaluation process	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$10,000 per ESSER funds
		Tier I Instruction: Incorporate a specific reading/writing Literacy strategy per week in all content areas	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0
	Professional Learning Communities (Connects to KCWP 5,6)	Monthly teacher PLCs (Certified staff with admin team)	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored monthly with SBDM and reviewed annually for effectiveness	\$0
Evaluation Process (KCWP 1, 2, 3, 4, 5, and 6)	Implementation of Certified and Classified Evaluation Systems for Professional Growth	Assessment Data (School and state), evaluation ratings, Impact KY Working Conditions Survey results	Progress monitored and reviewed annually for effectiveness	\$0	
Implement S system of Student and Family Supports	Continue to foster community partnerships with school in combination with district services (KCWP 6)	Cultivate and maintain Community Partnerships in support of students and families (Health/Wellness and Social/Emotional Well-being)	Assessment Data (School and state), evaluation feedback from partners, district	Progress monitored monthly with SBDM and reviewed in accordance with grant or partnership agreements for effectiveness	\$5000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and school level allocations		
	Positive Behavior Interventions and Supports (KCWP 4, 5 and 6)	School-level PBIS implementation as a part of school-wide and district on-going MTSS processes	Assessment Data and school level behavior data	Progress monitored monthly with SBDM and PBIS Tier I Team and reviewed annually for effectiveness	\$0
Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey		TFI and SAS analysis and trends	Reviewed annually for effectiveness	\$0	

4: English Learner Progress

ELL Proficiency Goal: Collaborate with school and district administration, staff, and SBDM to increase the percentage of English Learners meeting their ELL average Growth Value from their 2021-2022 levels, 32.67%, as measured by ACCESS					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Foster the Continuous Growth and Improvement of ELL staff/Regular Ed. staff knowledge for Improved Student outcomes	Focused school and district improvement process (KCWP 1, 2, 3, 4, 5 and 6)	Development and implementation of school level and district professional learning plan for 2022-2023 with a focus on Tier 1 instruction in all content areas	Local and state assessment data, evaluation ratings, Impact KY Working Conditions survey results	Progress monitored and reviewed annually for effectiveness	\$0
	Professional Learning Communities (KCWP 5, 6)	Monthly instructional focused PLCs with faculty. Scheduled district PLC/PD days	Local and state assessment data, evaluation ratings, Impact KY Working Conditions survey results	Progress monitored and reviewed annually for effectiveness	\$0
	Continued engagement with regional PLNs provided by NKCES	District level Administrative PLCs/School level PLCs for ELL teacher	Local and state assessment data		
Implement a System of Student and Family Supports	Community partnerships and district services	Continue to cultivate and maintain community partnerships in support of students and families (health/Wellness and Social/Emotional Well-being)	Assessment data, district and school level budget allocations	Progress monitored and reviewed in accordance with grant and partnership agreement for effectiveness	\$5000

5: Quality of School Climate and Safety

Improve the student index response percentages from its 2021-2022 levels as measured by the KSA Quality of School Climate and safety survey related to question 23: Bullying is not a problem, 38.2% and Question 25: Internet bullying is not a problem, 44.3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Promote a Safe and Positive School Environment	Positive Behavior Interventions and Supports (KCWP 4, 5 and 6)	School level and district PBIS goals/supports as part of on-going MTSS processes and procedures	Local and state assessment data, along with school level behavior data	Progress monitored monthly in PBIS committee and SBDM and reviewed annually for effectiveness	\$0
		Completion of the PBIS Tiered Fidelity Inventory and Self-Assessment Survey	TFI and SAS data analysis trends	Progress monitored and reviewed annually for effectiveness	\$0
Objective 2					

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

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:

<p>Components of Turnaround Leadership Development and Support:</p>
<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: The leadership team of Tichenor Middle School will continue to focus on Tier I instruction to support our TSI designation for Hispanic students and students with disabilities (IEP). The admin team is dedicated to supporting the growth of all certified teachers in the realm of Tier I instruction to close the achievement gaps for our TSI and all other non-duplicated gap groups. The school improvement processes is driven by the goal of increasing percentages of proficient and distinguished students while decreasing novice and apprentice. To facilitate this student growth, professional growth in Tier I instruction in all content areas will drive the school improvement process.</p>
<p>Identification of Critical Resources Inequities:</p>
<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: Several processes and procedures were used to evaluate the allocation and use of resources. The school admin team, certified staff and SBDM reviewed the 2021-2022 state assessment results. In doing so stakeholders analyzed the data through a lens to identify any overt inequities in resources. In addition, the admin team, certified staff and SBDM reviewed the results from the Opportunity to Learn Survey completed by students during the Kentucky Summative Assessment. Stakeholders also reviewed the results of the Impact KY Working Conditions Survey completed by certified staff. Those sources of data and local sources of data such as local assessments and universal screeners were used to evaluate the potential existence of resource inequities that could be affecting the underperformance of some subgroups.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<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: The learning culture of targeted TSI and other subgroup is monitored in a couple of different ways. The PBIS and MTSS committees meet monthly to assess students’ academic, behavioral and attendance data. This data is part of the on-going school wide commitment to MTSS. Student academic, behavior and attendance data can be a catalyst for a Tier II or Tier III MTSS referral. In these cases, students can be targeted in ore intense and intentional support through ESS or other research based and vetted interventions based on particular student’s needs. The admin team, certified staff and SBDM have also reviewed the Opportunity to Learn Survey. The data from the survey has been reviewed and is used in the overall development of the school improvement plan.</p>

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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: Several processes and procedures have been put in place to support Tier I instruction. On a weekly basis, the certified staff are expected to incorporate at least one cooperative/collaborative instructional strategy per content area during general instruction. Certified teachers have been trained in using KAGAN cooperative learning strategies. In addition to training, TMS staff members are being certified as KAGAN coaches to support on-going professional growth during Tier I instruction. In addition, certified staff are expected to incorporate an intentional reading and writing strategy during general instruction each week. Monthly teacher PLCs and scheduled district PD/PLC days are and will continue to be used to support teacher professional growth when teaching literacy. Walkthroughs and the district certified evaluation process will be utilized to provide guidance and feedback to support Tier I instruction. The TMS admin team will also be using Cognitive Coaching to develop staff talent to support Tier I instructional growth.

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 in the implementation of KAGAN cooperative learning strategies	Kagan, S. (2021). KAGAN Cooperative Learning. San Clemente: California	<input type="checkbox"/>
Train the admin team in Cognitive Coaching	Costa, A. (2021) Cognitive Coaching Seminars: Foundation Training Learning Guide 12 th Ed.	<input 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:

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.	<input checked="" type="checkbox"/>
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