

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

- o Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1: Reading and math proficiency will increase 25% points from 2023-2027, according to state assessment data, 43% to 68%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in Reading will increase by 25 percentage points with targeted improvement of 6.25 percentage points annually: 43% to 68%	Key Core Work Process 1: Design and Deploy Standards	School principals and instructional coaches will lead the work on core instruction (Tier I) that includes: Teachers are using learning intentions and success criteria throughout their lesson to build clarity for students, providing examples of strong and weak work.	Lesson plans, unit plans, observation data, student interview data	Walkthroughs – Daily- with regular feedback School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A
		Using Research-Based Instructional Practices to design lessons that are students-centered, rigorous, and to be active in the learning when material is gradually released	Benchmark Testing, Progress Monitoring using FASTBRIDGE, Unit Analysis, will be used to gauge progress	Benchmark Checks—August and January Unit Analysis – Monthly in PLC Meetings and designated work days Walkthroughs – Daily- with regular feedback Fastbridge Screening- September, January and April	N/A
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms. (Examples include Kagan, High Impact strategies, etc.)	Teaching strategies sign in sheets and implementation data, KPREP data	Monthly: Principal walk-throughs, coaching sessions and district implementation and impact checks	Title funds, RLI funds, ESSER funds
		Incorporate instruction on basic reading skills, literacy strategies and writing into all content areas. A writing piece that walks students	PLC meeting observation data, PLC continuum	Unit Analysis – Monthly in PLC Meetings and designated work days Walkthroughs – Daily- with regular feedback	N/A

Goal 1: Reading and math proficiency will increase 25% points from 2023-2027, according to state assessment data, 43% to 68%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		through the writing process will come from all content areas except Math			
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC meeting observation data, PLC continuum	Weekly: Principals and instructional coaches observe and provide feedback Monthly- Tier 2 meetings Every 6 weeks- Tier 3 meetings	N/A
Objective 2: The percentage of students scoring proficient and distinguished in Mathematics will increase by 25 percentage points with targeted improvement of 6.25 percentage points annually: 42% to 67%	Key Core Work Process 1: Design and Deploy Standards	Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms. (Examples include Kagan, High Impact strategies, etc.)	Teaching strategies sign in sheets and implementation data, KSA data	Monthly: Principal walk-throughs, coaching sessions and district implementation and impact checks	Title funds, RLI funds, ESSER funds
		Teachers will learn new instructional strategies and PBL training to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.	Teaching strategies data, FastBridge data, KSA data	Weekly: Principal walk-throughs	MAF grant, Title funds, ESSER funds
		School leaders and instructional coaches will ensure curriculum (texts, tasks, etc.) are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans.	Walk-through data, lesson study data, observation data	Ongoing: Principals and instructional coaches will review lessons/tasks and provide feedback.	Section 6, Title funds, ESSER funds
		Key Core Work Process 3: Design and Deliver Assessment Literacy	All instructional coaches and representatives from each school will receive training on providing high-impact instruction to vulnerable populations, including special	Attendance at professional learning, reflections, implementation of strategies.	Observation data, formative assessment data, FASTBRIDGE, and additional data (per identified group)

Goal 1: Reading and math proficiency will increase 25% points from 2023-2027, according to state assessment data, 43% to 68%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		education and EL student. They will share strategies with all teachers. MTSS training district-wide.			
		We will provide interventions to students not mastering standards (Tier II and Tier III). Groups will change regularly, and students will be identified by standard and/or skills to ensure intentional and strategic support.	FastBridge data, common formative assessments, observation data, Early Warning Tool Data	Principals and school psychologists will monitor and provide ongoing support and feedback. CAP Teams will monitor behavior data and progress.	ESS funds, Title funds, ESSER funds
		Teachers will learn new instructional strategies and PBL training to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.	Teaching strategies data, FastBridge data, , KSA data	Weekly: Principal walk-throughs	MAF grant, Title funds, ESSER funds
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC continuum, PLC observation data	Weekly: Principals and instructional coaches observe and provide feedback Quarterly: CAO attends PLC meetings and provides feedback	N/A
		PLCs/Data Teams will analyze the current reality of their PLC/Data Teams and identify next steps in moving to more effective teams.	PLC continuum	Ongoing: Principals and instructional coaches will provide feedback	N/A

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

Goal 2: Proficiency will increase in writing, science, and social studies by 25-30% points from 2023 to 2027, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in Writing will increase by 25 percentage points with targeted improvement of 6.25 percentage points annually: 47% to 72%.	Key Core Work Process 2: Design and Deliver Instruction	Provide opportunities for various teachers to attend professional learning for writing.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	Title funds, Section 6 funds, ESSER funds
		School leaders, instructional coaches, and teachers will ensure they have writing policies and plans that are aligned to all writing standards and vertically aligned. It will include writing across the curriculum in every content area and writing rubrics.	Completion and implementation of writing plan at each level.	Ongoing: Observations by school leaders and instructional coaches, writing progress (identified on rubrics)	District funds (Possibly subs for teacher teams), Title funds, ESSER funds
		PLCs will develop and implement common prewriting tools, rubrics, and expectations for writing across all content areas.	Completion and implementation of writing tools.		N/A
	Key Core Work Process 3: Design and Deliver Assessment Literacy	Teachers will create short answer and extended response items for all unit assessment items.	Completion and implementation of assessments.		N/A
	Key Core Work Process 4: Review, Analyze, and Apply Data	Student work will be analyzed in PLCs/Data Teams using a protocol. Teachers will provide effective feedback as well as use strong and weak models to guide instruction.	PLC/Data Team minutes will show progress is being made throughout the year	Ongoing: All teachers, instructional coaches, and school leaders will review data to monitor progress	N/A
		PLC/Data Teams will have ongoing weekly conversations about standards and student learning	PLC /Data Team data		N/A

Objective 2: The percentage of students scoring proficient and distinguished in Science will increase by 15 percentage points with targeted improvement of 5 percentage points annually: 19% to 34%.	Key Core Work Process 1: Design and Deploy Standards	Science teachers will collaborate to strengthen instruction by prioritizing, deconstructing, and identifying the rigor of each standard.	Teaching strategies sign in sheets and implementation data, KSA data	Monthly: Principal walk-throughs, coaching sessions and district implementation and impact checks	N/A
	Key Core Work Process 2: Design and Deliver Instruction	Science teachers will participate in training on instruction aligned to science standards (STEM) with science experts.	Attendance at trainings, reflections, observation data	Instructional coaches will follow-up with teachers to support implementation and resources.	ESSER funds
		PLC/Data Teams will have ongoing weekly conversations about standards and student learning	PLC /Data Team data		N/A
Objective 3: The percentage of students scoring proficient and distinguished in Social Studies will increase by 15 percentage points with a targeted improvement of 5 percentage points annually: JEBMS 31% to 46%	Key Core Work Process 1: Design and Deploy Standards	Teachers will follow the Kentucky Academic Standards and visibly post learning intentions and success criteria within each lesson. Teachers will be referring to the learning intentions and success criteria throughout the lesson.	Lesson Plans, unit plans, and observation data		N/A
		PLC/Data Teams will have ongoing weekly conversations about standards and student learning	PLC /Data Team data		N/A
	Key Core Work Process 2: Design and Deliver Instruction	Social Studies teachers will participate in training on inquiry-based instruction aligned to Social Studies standards with Dr. Jana Kirchner. They will be provided time to begin planning and editing units with Dr. Kirchner's support.	Attendance at training and implementation of strategies.	Instructional supervisor and instructional coaches will schedule and participate in training to provide support and observe implementation in classrooms	Title funds, Section 6 funds, ESSER
		Instructional coaches will provide ongoing support to social studies teachers in each building. Co-planning, digging into standards, and co-teaching, as well as specific feedback on instruction and assessments will be provided.			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 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: Students with IEPs will increase proficiency by 15 percentage points annually in reading and math. Reading/Math: 11% to 26%	Key Core Work Process 2: Design and Deliver Instruction	Teachers will be trained on co-teaching models and evidence based strategies for meeting the needs of students qualifying for special education services.	Professional Learning agenda, attendance rosters	Weekly: Walkthroughs	N/A
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs/MTSS Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	FASTBRIDGE reports, common formative assessments, PLC/Achievement Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.	N/A
		Implementation checks will occur district-wide in order to provide specific feedback around learning intentions, success criteria, and rigor/cognitive level.	Walkthrough implementation and documents	Ongoing: district teams will complete Implementation and Impact checks district-wide and provide coaching and feedback. Instructional coaches will follow-up and continue support in each building.	N/A
	Key Core Work Processes 5 and 6: Design, Align, Deliver, and Support Processes and Establish a Learning Culture and Environment.	MTSS will be implemented in all schools and principals will regularly communicate a culture of learning in each building that everyone is a learner (adults and students).	Data shows improvement in student outcomes	Principals, assistant principals, CAO, coaches, and school psychologists will monitor the implementation and success of Tier II and Tier III supports	N/A
		Schools will provide tiered interventions through differentiation	Evidence of data-driven decision-making, interventions occurring;	School admin will monitor PLC/Data Team meetings will reflect data-driven	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		of instruction aligned to student needs (standards/skills).	differentiation is occurring	decisions and differentiated instruction based on student needs.	
Objective 2: Students who are economically disadvantaged will increase proficiency by 15 percentage points in math and reading annually.	Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	FASTBRIDGE reports, common formative assessments, PLC/Data Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement	
Reading/Math: 36% to 51%		Implementation checks will occur district-wide in order to provide specific feedback around learning intentions, success criteria, and rigor/cognitive level.	Walkthrough implementation and documents	Ongoing: district teams will complete Implementation and Impact checks district-wide and provide coaching and feedback. Instructional coaches will follow-up and continue support in each building.	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 100% of English Learners will demonstrate annual improvement toward their Composite scores by May 2024. Growth on ACCESS Composites JEBMS: 100% to 100%	Key Core Work Process 2: Design and Deliver Instruction	Teachers, coaches and administrators will be trained on Gold Standard PBL design. This allows our English Learners to engage in collaboration, and demonstrate speaking and listening skills from various English speakers daily.	PBL 101 attendance rosters and onboarding rosters	June 2024 Principals will monitor lesson plans and classroom observations to ensure a focus on EL students	ARP ESSER
		All schools are designing and delivering instruction around the Profile of a Patriot competencies to build character and strengthen students' overall social and emotional skills.	Unit and lesson plans	Weekly Principals will monitor lesson and unit plans. Coaches will support teachers in understanding and implementing best practices	N/A
		EL instructors and teachers will ensure students are receiving instruction based on their individual service plans and collaborate with classroom teachers.	Lesson plans note instructional focus or differentiation for EL students	Principals will monitor lesson plans to ensure a focus on EL students Counselors will create program service plans to meet the needs of our EL students	N/A

5: Quality of School Climate and Safety

Goal 5 Quality of School Climate and Safety will increase by 14 percentage points by the end of the 2026-2027 school year with a 3.5% increase annually according to the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Survey and perception results will improve by 3 percentage points with a targeted improvement of 3 percentage points each year the survey is given: 2023-24 JEBMS 63.6 to 67.1	KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Each school will intentionally focus on creating a learning culture and environment for all staff and students.	Increase staff retention and satisfaction across all schools	Superintendent will monitor with principals at their weekly meetings	ESSER, Title funds
		School leadership teams will review Quality of School Climate and Safety data and determine next steps and priorities.	Staff satisfaction will increase; Staff will have a clear understanding of what it means to be a teacher in ACS; Staff can articulate clear connections between the work happening in the district	Principals will communicate regularly about the work happening in ACS; Superintendent will monitor with principals at their weekly meetings.	ESSER, Title funds
		Schools will collect input from staff and student leadership teams on big decisions on how to improve moving forward.	Principals will regularly collect and review staff and student voice data to drive ongoing improvement.	Improvement will be monitored by school leadership teams.	ESSER, Title funds
		Staff have an opportunity to engage in personalized professional learning.	Staff have at least one opportunity to participate in personalized professional learning opportunity each year.	Principals will monitor the number of opportunities given to staff and the number of staff participating in personalized professional learning.	ESSER, Title funds

