

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

<p>Goal 1 (State your reading and math goal.): By the end of the 2024-2025 school year, Auburn School will reach the goals for percentage of students scoring Proficient/Distinguished in Reading and Math to the following:</p> <p><u>Reading</u> Elementary: 41% to 45.1% Middle: 50% to 55%</p> <p><u>Math</u> Elementary: 26% to 30% Middle: 51% to 56.1%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the end of the 2022-2023 school year, Auburn School will reach the goals for percentage of students scoring Proficient /Distinguished in Reading to the following:</p> <p><u>Reading</u> Elementary: 41% to 43% Middle: 50% to 52%</p> <p><u>Math</u> Elementary: 26% to 28% Middle: 51% to 53%</p>	<p>KCWP 1: Design and deploy standards.</p>	<p>Vertical teams will meet four times a year to align essential standards and update pacing guides.</p>	<p>Essential standards document</p> <p>Pacing guide documents</p> <p>Agendas/Minutes</p>	<p>Essential standards document reviewed and aligned with district essential standards through ELA/Math curriculum adoption teams. (District school level team members responsible)</p> <p>Pacing guide documents reviewed and revised by collaborative grade level teams. (Team Leads responsible)</p>	<p>NA</p>
		<p>Collaborative grade level teams will develop instruction, assessments, and interventions based on essential standards.</p>	<p>Intervention schedules</p> <p>Assessment data</p> <p>Agendas/Minutes</p>	<p>Collaborative grade level teams will monitor assessment data and intervention instruction. (Team leads responsible)</p>	<p>NA</p>
	<p>KCWP 2: Design and deliver instruction.</p>	<p>Best practice teaching strategies implemented (Artisan essential themes, Kagan, phonics program, Heggerty)</p>	<p>Admin observation data</p> <p>Teacher lesson/unit plans</p>	<p>Full implementation of engaging teaching strategies as observed through walkthroughs. (Admin and teachers responsible)</p>	<p>District funding for Artisan and Kagan</p>
		<p>Professional development will focus on the following: 1. Structured literacy</p>	<p>Sign-in sheets</p> <p>Agendas/Minutes</p>	<p>Collaborative team meetings will focus on full implementation of strategies</p>	<p>District funding and School Level Title 1</p>

Goal 1 (State your reading and math goal.):
 By the end of the 2024-2025 school year, Auburn School will reach the goals for percentage of students scoring Proficient/Distinguished in Reading and Math to the following:

Reading
 Elementary: 41% to 45.1%
 Middle: 50% to 55%

Math
 Elementary: 26% to 30%
 Middle: 51% to 56.1%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		2. Rigor/Relevance in Math classes 3. ELA/Math curriculum adoption 4. MTSS/RTI revisions through Solution Tree 5. Engaging classroom strategies - Kagan, etc.		learned from PDs. (Admin and team leads responsible) ELA/Math curriculum adoption will improve Tier 1 instruction and currently help teachers review best practices for current resources used. (Admin and team leads responsible) Intervention team will revise schedules to enhance RTI instruction. (Intervention team responsible)	
	KCWP 4: Review, analyze, and apply data.	Collaborative grade level teams will meet with the intervention team every three weeks to analyze progress monitoring data.	Data analysis documentation Agendas/Minutes from intervention meetings	Data analysis will show student growth every three weeks. (Intervention team and team leads responsible)	District funding for progress monitoring tools
		Collaborative grade level teams will make instructional decisions (reteaching of Tier 1, interventions for Tier 2) based on formative assessment data.	Agendas/Minutes	Data analysis will show student growth and that interventions are targeted and specific for each student. (Intervention team and teacher teams responsible)	District funding for progress monitoring tools

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

Goal 2 (State your science, social studies, and writing goal.):
 By the end of the 2024-2025 school year, Auburn School will reach the goals for increase in the percentage of students scoring proficient/distinguished in Social Studies, Science and Writing to the following:

Social Studies
 Elementary school from 33% to 36.3%
 Middle school from 42% to 46.2%

Science
 Elementary school from 28% to 30.8%
 Middle school from 32% to 35.2%

Combined Writing
 Elementary school from 16% to 20%
 Middle school from 43% to 47.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the end of the 2022-2023 school year, Auburn School will reach the goals for percentage of students scoring Proficient/Distinguished in Social Studies, Science and Writing to the following: <u>Social Studies</u> Elementary school from 33% to 35% Middle school from 42% to 44% <u>Science</u> Elementary school from 28%	KCWP 1: Design and deploy standards.	Vertical teams will meet four times a year to align essential standards and update pacing guides.	Essential standards document Pacing guide documents Agendas/Minutes	Essential standards document reviewed and aligned with district essential standards. Pacing guide documents reviewed and revised by collaborative grade level teams. (Team Leads responsible)	NA
		Collaborative content/grade level teams will align instruction to meet essential standards and will focus on writing strategies across all subject areas.	Agendas/Minutes	Implementation of school-wide writing strategies as documented through writing scrimmages. (Teacher teams and admin responsible)	NA
	KCWP 2: Design and deliver instruction.	Best practice teaching strategies implemented (Artisan essential themes, Kagan, PBLs)	Admin observation data Teacher lesson/unit plans	Full implementation of engaging teaching strategies as observed through walkthroughs. (Admin and teachers responsible)	District funding for trainings

Goal 2 (State your science, social studies, and writing goal.):
 By the end of the 2024-2025 school year, Auburn School will reach the goals for increase in the percentage of students scoring proficient/distinguished in Social Studies, Science and Writing to the following:

Social Studies
 Elementary school from 33% to 36.3%
 Middle school from 42% to 46.2%

Science
 Elementary school from 28% to 30.8%
 Middle school from 32% to 35.2%

Combined Writing
 Elementary school from 16% to 20%
 Middle school from 43% to 47.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
to 30% Middle school from 32% to 34% <u>Writing</u> Elementary school from 16% to 18% Middle school from 43% to 45 %		Professional Development will focus on the following: 1. Social Studies standards and resources 2. On-Demand writing strategies and resources 3. Science standards and resources 4. Project-based learning training through Magnify Learning	Sign-in sheets Agendas/Minutes Classroom observations Lesson plans/unit plans	Successful implementation of strategies learned at PDs as observed through classroom observations and teacher lesson plans. (Teacher teams and admin responsible)	District funding and Title I school level funding
	KCWP 5: Design, align, and deliver support processes.	Evidence-based strategies from professional development will be implemented.		Successful implementation of PD strategies as observed through lesson plans and classroom observations. (Teacher teams and admin responsible)	District funding and Title I school level funding
		Resources (Amplify, Actively, Achieve 3000) will be sampled by Science/Social Studies teachers to		Successful implementation of pilot resources to help align programs to standards as documented through	District funding and Title I school level funding

Goal 2 (State your science, social studies, and writing goal.):
 By the end of the 2024-2025 school year, Auburn School will reach the goals for increase in the percentage of students scoring proficient/distinguished in Social Studies, Science and Writing to the following:

Social Studies
 Elementary school from 33% to 36.3%
 Middle school from 42% to 46.2%

Science
 Elementary school from 28% to 30.8%
 Middle school from 32% to 35.2%

Combined Writing
 Elementary school from 16% to 20%
 Middle school from 43% to 47.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		determine what best meets the standards.		teacher use of programs. (Teacher teams and admin responsible)	

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 By the end of the 2022-2023 school year, Auburn School will reduce our novice numbers for students who have IEPS by 25% in all tested areas.	KCWP 2: Design and deliver instruction.	Intentional resource time and intervention support will be provided to students with IEPs. These interventions will be targeted by skill/student.	Schedules	Schedules will focus on targeted interventions, as monitored through schedule revisions. (Intervention team and SPED teachers responsible)	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		A variety of resources will be provided to improve interventions for Tier 3/Tier 4 supports.	Resources list Schedules	Resources used for students with IEP will be intentional and targeted. (SPED teachers responsible)	Title I funding
	KCWP 4: Review, analyze, and apply data.	Intervention team and SPED will progress monitor with Fast Bridge to track student progress.	Fast Bridge data	Progress monitoring will be completed and reviewed as tracked through Fast Bridge data. (Intervention and SPED teachers responsible)	District funding
		Intervention team and SPED teachers will meet every three weeks with grade level teams to analyze and update data/groupings.	Agendas/Minutes	Instructional decisions will be made based on collaborative team meetings. (Intervention and SPED teachers responsible)	NA
	KCWP 1: Design and deploy standards	Math and Language Arts curriculum will be updated (through district) to align with rigorous standards.	Agendas/Minutes	ELA/Math curriculum adoption will improve Tier 1 instruction and currently help teachers review best practices for current resources used. (Admin and team leads responsible)	District funding
		Professional development will be provided to focus on rigor, relevance, and engagement in our Math classes.	Certificates Sign-in sheets Agendas/Minutes	Strategies learned through Professional Development will be fully implemented. (Admin and teacher teams responsible)	District funding and Title I funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): By the end of the 2024-2025 school year, Auburn School will reduce novice numbers for ELL students by 25%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the end of the 2022-2023 school year, Auburn School will reduce our novice numbers for students who are ELL by 10% in all tested areas.	KCWP 2: Design and deliver instruction.	Intentional resource time and intervention support will be provided to students with IEPs. These interventions will be targeted by skill/student.	Schedules	Schedules will focus on targeted interventions, as monitored through schedule revisions. (Intervention team and SPED teachers responsible)	NA
		A variety of resources will be provided to improve interventions for Tier 3/Tier 4 supports.	Resources list Schedules	Resources used for students with IEP will be intentional and targeted. (SPED teachers responsible)	Title I funding
	KCWP 4: Review, analyze, and apply data.	Intervention team and SPED will progress monitor with Fast Bridge to track student progress.	Fast Bridge data	Progress monitoring will be completed and reviewed as tracked through Fast Bridge data. (Intervention and SPED teachers responsible)	District funding
		Intervention team and SPED teachers will meet every three weeks with grade level teams to analyze and update data/groupings.	Agendas/Minutes	Instructional decisions will be made based on collaborative team meetings. (Intervention and SPED teachers responsible)	NA
	KCWP 1: Design and deploy standards	Math and Language Arts curriculum will be updated (through district) to align with rigorous standards.	Agendas/Minutes	ELA/Math curriculum adoption will improve Tier 1 instruction and currently help teachers review best practices for current resources used. (Admin and team leads responsible)	District funding
		Professional development will be provided to focus on rigor, relevance, and engagement in our Math classes.	Certificates Sign-in sheets Agendas/Minutes	Strategies learned through Professional Development will be fully implemented. (Admin and teacher teams responsible)	District funding and Title I funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of the 2024-2025 school year, Auburn School will improve in the School Climate and Safety survey by 10% in both elementary and middle.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the end of the 2022-23 school year, Auburn School will see a 5% increase in the School Climate/Safety survey.	KCWP 6: Establishing Learning Culture and Environment	Our PBIS team will continue to meet regularly throughout the school year to review attendance, behavior, and academic performance to identify barriers to student learning and create an intervention plan for those students struggling in any of these areas. The district will provide professional development on creating a brain-healthy classroom/school delivered by Paul Nussbaum.	Agendas/Minutes Intervention plans PD sign in sheets	Successful PBIS team meetings focused on improving behaviors, attendance, etc. (PBIS team, admin responsible) Tier 2 and 3 tracking for behavior documented (PBIS team, admin responsible)	Title I funding for behavior tracking program
	KCWP 6: Establishing Learning Culture and Environment	For the 23-24 school year, we will implement student-led conferences K-8.	Sign in sheets Student data	Documented in the fall of 2023 (teacher teams responsible)	NA
	KCWP 5: Design, Align, and Deliver Support Services	Reading and mathematics teachers will implement student self-assessments and goal-setting in their classrooms.	Student data	Student data documented through iReady goal setting (teacher teams responsible)	NA
	KCWP 6: Establishing Learning Culture and Environment	Provide professional development on the social-emotional health of all students through our work with Paul Nussbaum and SEL Kagan.	Sign in sheets	Successful implementation of strategies learned from PD (teacher teams and admin responsible)	District funding
	KCWP 5: Design, Align, and Deliver Support Services	Presentation of Learning/Exhibition of Learning Nights will be held in the spring to allow students to	Flyers Student presentations	Successful implementation of Exhibition of Learning Events and clearly connected to Profile of Success	Title I funding

Goal 5 (State your climate and safety goal.): By the end of the 2024-2025 school year, Auburn School will improve in the School Climate and Safety survey by 10% in both elementary and middle.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		share projects connected to the Profile of Success work with parents and the community.		(teacher teams and admin responsible)	
	KCWP 5: Design, Align, and Deliver Support Services	Defenses of Learning will serve as the Profile of Success performance assessment in grades 3, 5, 8. Students will present to school and community members in the spring.	Student presentations	Successful implementation of Defenses of Learning in spring (teacher teams and admin responsible)	Title I funding
	KCWP 2: Design and Deliver Instruction	Grade-level teams will identify project-based learning activities, passion projects, and performance-based assessments that will be used to determine student achievement of Pillars of Success expectations.	Lesson plans Agendas/Minutes		

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:

Components of Turnaround Leadership Development and Support:
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?
Response: Instructional Leadership Team members participating in the following Solution Tree trainings: RTI at Work and PLCs at Work. RTI at Work focuses on improving the processes for effective Tier 1 instruction and Tier 2 and 3 interventions. PLCs at Work focuses on improving the processes for data analysis and creating intentional collaborative teams.

Members from the Instructional Leadership Team are also part of the district curriculum adoption team for ELA and Math.

Members from the PBIS team are attending an intensive PBIS training on effective interventions for behaviors.

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:

Instructional Leadership Team reviewed KSA data to identify achievement gaps. From this data, we determined that more resources are needed in the following areas:

- 1. Tier 1 curriculum adoption and focus on essential standards**
- 2. Tier 3/SPED supports for Reading, Math, and Writing**
- 3. Alignment of programs/resources**

The district is working to adopt curriculum for reading and math and to unpack standards.

We have revised Tier 3 supports for Reading; our Math interventionists are organizing resources for Math and attending the KCM intervention training. The district is purchasing Writing RTI resources.

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: Our Instructional Leadership Team, SPED team, and Intervention team reviewed and revised schedules to best meet the needs of our SPED population. Schedule revisions started in January 2023. Small group time with intentional support based on specific skills has been increased.

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: We have revised schedules to allow for more small group instruction. We have implemented reviewed/revised resources to align with Tiers of instruction. We have partnered with GRREC to offer a variety of PD and classroom observations in grades 3-5.

FRYSC is organizing an attendance program for our students who miss more than 10 days a school.

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
Improvement of Tier 2 and Tier 3 scheduling, resources, and data tracking	Taking Action - A Handbook for RTI at Work (Solution Tree)	
Improvement of our Instructional Leadership Team, PBIS Team, and Collaborative Grade Level Teams	Taking Action - A Handbook for PLCs at Work (Solution Tree) Jim Shipley & Associates	
Improvement of Tier 1 instruction through identifying/unpacking essential standards and providing curriculum/resources aligned to the standards	Hattie’s Updated List of Factors Influencing Student Achievement - Teacher Clarity Taking Action - A Handbook for RTI at Work (Solution Tree)	
Implementation of effective teaching strategies (Co-teaching strategies for SPED - parallel and station teaching)	Overcoming the Achievement Gap Trap (Solution Tree) Co-Teaching that Works - Structures and Strategies	X

